Toward

BETTER TEACHING

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

1949
Yearbook

Ed-4.

THE ALL INDIA COUNCIL
No. 1246
4/19 D.A.G. Extension
Ajmeri Gate,
NEW DELHI
FOR SECONDARY EDUCATION

Toward Better Teaching

A Report of Current Practices

MESTON TRAINING COLLEGE,
DEPT. OF
EXTENSION
SERVICES.
MADRAS.

1949 YEARBOOK, ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT OF THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N. W.
Washington 6, D. C.

MESTON TRAINING COLLEGE

Copyright, 1949 by the
ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT
NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N. W.
Washington 6, D. C.

Price $3

People Responsible

CO-CHAIRMEN

ALICE MIEL, *Teachers College, Columbia University*

KIMBALL WILES, *School of Education, New York University*

MEMBERS OF THE COMMITTEE

WILLIAM M. ALEXANDER, *Director of Curriculum and Instruction, Public Schools, Battle Creek, Michigan*

VERNON E. ANDERSON, *University of Connecticut, Storrs, Connecticut*

DONALD W. BERGER, *Secondary Teacher, Horace Mann-Lincoln School. New York City (now on the staff of Northern Illinois State Teachers College, DeKalb, Illinois)*

PEGGY BROGAN, *Elementary Teacher, Public Schools, Bronxville, New York*

JOHN H. COOK, *State Department of Education, Atlanta, Georgia*

RUTH CUNNINGHAM, *Teachers College, Columbia University, New York City*

PRUDENCE CUTRIGHT, *Assistant Superintendent of Schools, Minneapolis, Minnesota*

FRANCIS L. DRAG, *Director of Curriculum, San Diego County Schools, San Diego, California*

HELEN M. FLYNN, *Cornell College, Mt. Vernon, Iowa (now Curriculum Coordinator, Great Neck High School, Great Neck, New York)*

DOROTHY GRAY, *Department of Education, Queens College, New York*

STEWART B. HAMBLEN, *Consultant in Applied Economics, American Association of Teachers Colleges, New York City*

KARA V. JACKSON, *Grambling College, Grambling, Louisiana (now Jeanes Supervisor, Southern Region, Grambling, Louisiana)*

FAY KIRKLAND, *Instructional Supervisor, Monroe County, Monroeville, Alabama*

PHIL C. LANGE, *State Teachers College, Fredonia, New York*

MARCELLA LAWLER, *Teachers College, Columbia University, New York City*

RAYMOND A. OLSON, *Director of General Education, Public Schools, Dodge City, Kansas*

ROBERT W. RICHEY, *School of Education, Indiana University, Bloomington, Indiana*

ELIZABETH ROSE, *School of Education, New York University, New York City*

CHARLES R. SPAIN, *University of Kentucky, Lexington, Kentucky*

A Word from the Association

THIS is an outstanding yearbook in a distinguished series produced by members and friends of the Association for Supervision and Curriculum Development. We are honored and pleased to contribute this foreword which in a small way expresses our appreciation to all who helped in preparing TOWARD BETTER TEACHING.

Committee members, with Alice Miel and Kimball Wiles as co-chairmen, have paved the way to better teaching for all of us. They have brought together choice illustrations from teachers thruout the land to illuminate seven key characteristics of better teaching. As we foster security and satisfaction, promote cooperative learning, help pupils develop self-direction, foster creativity, help pupils develop values, provide opportunities for social action, and help pupils evaluate learnings we are on the road to better living and learning in our schools.

The volume will be equally useful to teachers of young children, youth, or adults. Thru explanation and illustrations from several kinds of schools it is clearly pointed out that the basic characteristics of better teaching are the same for all age groups. Likewise the ideas in the book are useful in rural and urban schools; in those which have moved toward a modern program of education; and in others which are beginning improvements.

Seldom has a book been written that has such universal appeal to our profession. It will be helpful not only to classroom teachers in elementary and secondary schools, but to those who hold administrative and supervisory positions or who are teaching in college and university programs.

It should be pointed out that as the seven aspects of better teaching are developed in schools and classrooms there need not be concern that useful information and skills will be neglected. Experience and research indicate that they are learned more effectively as we implement these seven characteristics of better teaching.

We are glad that the Committee has used the term "better teaching" rather than "good teaching." Better teaching has a dynamic quality which points ahead, while good teaching seems to say we have arrived. We may be good teachers of skills and subjectmatter but at the same time neglect the characteristics of better teaching as presented in this book.

The Executive Committee selected "Toward Better Teaching" as the theme for the 1949 National Conference of the Association. We are convinced that there is no more important topic for consideration in these times. We are thankful that our members and friends of education everywhere now have this significant publication. It promises to be most helpful in following up the conference and in helping to provide better education in schools and communities.

WALTER A. ANDERSON, *President*
For the Executive Committee

Contents

Page

People Responsible iii

A Word from the Association v

Before You Read ix

Chapter One: What Does Better Teaching Involve? 1

Chapter Two: Fostering Security and Satisfaction 13

Chapter Three: Promoting Cooperative Learning 50

Chapter Four: Helping Pupils Develop Self-Direction 86

Chapter Five: Fostering Creativity 119

Chapter Six: Helping Pupils Develop Values 154

Chapter Seven: Providing Opportunities for Social Action 187

Chapter Eight: Helping Pupils Evaluate Learning 226

Chapter Nine: Toward Better Teaching 256

Appendix 264

Films Pointing the Way to Better Teaching 264

Books That Describe Better Teaching 266

Individuals Who Made This Book Possible 268

ASCD Board of Directors 276

Index 278

Before You Read

THE YEARBOOK COMMITTEE would like a word with you before you read the substance of its report. We want you to know what we have tried to do and how we went about doing it.

First of all since this is written for friends with common interests, we haven't thought it necessary to be formal and to array bushels of documentation.

Another thing you should know is that classroom teachers really wrote this yearbook. Hundreds of descriptions of teachers at work with children and youth were sent in response to our "Help Wanted!" call.[1]

Of course, there was overlapping of illustrations in some areas and nothing on other points we might have presented, but we are pleased that we have a generous representation of stories from all parts of the nation, from town and country, from teachers of younger children and teachers of adolescents. Altho some of the examples tell a familiar story of what many teachers are doing, they illustrate aspects of better teaching. Other examples represent practice that is a little more unusual. The committee has added its stamp to these materials thru organizing and commenting upon them.

All contributors are listed in the final pages of this book. We are sorry that limitations of space made it necessary to select only a portion of the many useful reports and interesting photographs submitted.

A third kind of information we want to pass along is how we, as a committee, worked, what decisions we made, and who did what. Soon after the co-chairmen were asked to undertake a yearbook to replace *Newer Instructional Practices of Promise,* the yearbook of 1939, a group of people living in the New York area were invited to come together to explore ideas for the book. G. Derwood Baker, Beatrice Hurley, Elizabeth Rose, and William Sears of New York University; Lillian L. Hacker, Marcella Lawler, and Margaret Lindsey of Teachers College, Columbia University; Donald W. Berger of Horace Mann-Lincoln School, New York City; Dorothy Gray of Queens College, New York; Peggy Brogan of the Bronxville, New York, Public Schools; Whit Brogan of the Bureau for Intercultural Education; and Eleanor Noyes

[1] Some, like the Dallas, Texas, teachers used this opportunity to share examples and select cooperatively those to be submitted to the yearbook committee.

of the Essex County, New Jersey, Public Schools all attended this meeting in February 1947.

At the Chicago convention in March 1947, an open meeting on the 1949 yearbook gave further opportunity to explore ideas with a number of persons.

Selection of a yearbook committee to represent all parts of the country followed this convention. The committee as finally assembled consisted of:

William M. Alexander, Director of Curriculum and Instruction, Public Schools, Battle Creek, Michigan

Vernon E. Anderson, University of Connecticut, Storrs, Connecticut

Donald W. Berger, Secondary Teacher, Horace Mann-Lincoln School, New York City (now on the staff of Northern Illinois State Teachers College, DeKalb, Illinois)

Peggy Brogan, Elementary Teacher, Public Schools, Bronxville, New York

John H. Cook, State Department of Education, Atlanta, Georgia

Ruth Cunningham, Teachers College, Columbia University, New York City

Prudence Cutright, Assistant Superintendent of Schools, Minneapolis, Minnesota

Francis L. Drag, Director of Curriculum, San Diego County Schools, San Diego, California

Helen M. Flynn, Cornell College, Mt. Vernon, Iowa (now Curriculum Coordinator, Great Neck High School, Great Neck, New York)

Dorothy Gray, Department of Education, Queens College, New York

Stewart B. Hamblen, Consultant in Applied Economics, American Association of Teachers Colleges, New York City

Kara V. Jackson, Grambling College, Grambling, Louisiana (now Jeanes Supervisor, Southern Region, Grambling, Louisiana)

Fay Kirkland, Instructional Supervisor, Monroe County, Monroeville, Alabama

Phil C. Lange, State Teachers College, Fredonia, New York

Marcella Lawler, Teachers College, Columbia University, New York City

Eleanor Noyes, Helping Teacher, Essex County, New Jersey, (resigned from committee)

Raymond A. Olson, Director of General Education, Public Schools, Dodge City, Kansas

Robert W. Richey, School of Education, Indiana University, Bloomington, Indiana

Elizabeth Rose, School of Education, New York University, New York City

Charles R. Spain, University of Kentucky, Lexington, Kentucky
Co-chairmen: Alice Miel, Teachers College, Columbia University, and Kimball Wiles, School of Education, New York University

Aided by the earlier explorations, the committee in successive meetings took these steps:

1. Decided to place the emphasis upon better teaching and to confine the examples to those of teachers working with pupils. This meant that related matters such as inservice education, curriculum planning among adults, and teacher-parent relationships were to be ruled out.

2. Agreed upon bases for making educational decisions and outlined seven aspects of better teaching as organizing points for the yearbook.

3. Decided to write the introductory chapter as a group and to send out a call for descriptions of practice for use in later chapters.

Committee members undertook such homework between meetings as: outlining points to be covered in connection with each aspect of better teaching, drafting sections of the first chapter, and drafting briefs of other chapters. Committee sessions were used for discussing drafts submitted by members, dividing responsibility for various parts of the book, and selecting examples to be used in the different chapters.

Special responsibilities undertaken by committee members were:

Chapter One—Writing of first draft on the basis of material prepared by other members, Vernon Anderson.

Chapter Two—Writing of first draft, Helen Flynn; critical reading, Robert Richey.

Chapter Three—Writing of first draft, Elizabeth Rose. (Vernon Anderson and William Alexander prepared preliminary materials.)

Chapter Four—Writing of first draft, Fay Kirkland; critical reading, Raymond Olson. (Mr. Olson also drafted preliminary materials.)

Chapter Five—Writing of first draft, Donald Berger; critical reading, Peggy Brogan.

Chapter Six—Writing of first draft, Phil Lange.

Chapter Seven—Writing of first draft, Stewart Hamblen and Charles Spain.

Chapter Eight—Writing of first draft, Francis Drag; critical reading, Marcella Lawler.

Chapter Nine—Writing of first draft, Peggy Brogan; critical reading, Ruth Cunningham.

Ruth Cunningham, Dorothy Gray, and the Association's Executive

Secretary, Gertrude Hankamp, made suggestions on the manuscript as a whole. Donald Berger, Ruth Cunningham, Dorothy Gray, Stewart Hamblen, and Patricia Lastra helped the co-chairmen in assembling names of contributors. Rewriting and editing were done by the co-chairmen, who must assume responsibility for decisions made at that stage.

The committee is indebted to the many contributors to the yearbook, not only to those who helped in the search for materials but also to those who gave suggestions at the open committee meetings at the national convention of the Association in 1947 and again in 1948 and on other occasions. To the staff in the Washington office we are grateful for processing the manuscript and seeing it thru publication.

—The 1949 Yearbook Committee

CHAPTER ONE

What Does Better Teaching Involve?

BETTER TEACHING is no accident. Everything that happens in school depends upon what teachers and others desire organized education to accomplish and on skills and facilities for achieving what they desire. This yearbook deals with the process of teaching—a process of continual choice-making. Hourly, daily, weekly, yearly, choices must be made—of goal, of content, of method. While many persons participate in making such choices as the setting of broad educational goals, a multitude of decisions remain with the teacher and the pupils with whom he works.

Bases for Deciding What Is Important

Decisions in education may be made on the basis of tradition, whim, or personal interest, or on the basis of something more intelligent. The yearbook committee believes that there are three fundamental sources to guide teachers in making educational decisions. These three sources are:

- **Democratic values to which America is committed**
- **Realities of the physical and political world, which highlight the needs of individuals and groups in our society**
- **Facts of learning and growth, which also highlight human needs and point to effective ways of meeting them.**

Democratic Values

Historically, the American people have had faith in education as a means of more nearly realizing democratic values. In a democracy two things are prized: the uniqueness of the individual and the method of intelligence as an individual, and group means of fostering that uniqueness and of providing an optimum environment for all. Because there has been faith that the individual is worth improving and confidence that man is improvable, a basic consideration in the whole educative process in a democracy is the individual and his role in the group.

Persons holding democratic values should covet for each individual

the conditions of maturing and learning that will help him to utilize the potential that is so often undeveloped and, therefore, wasted. Even if it is true that each individual has certain inherent limits to his abilities, it is probable that with proper nurture he may be able to achieve a degree of growth which is, at present, undreamed of. The schools have an obligation to foster that growth.

Persons holding democratic values should also desire abundant opportunities for pupils in schools to experience the satisfactions coming from high-level cooperation and to exercise self-direction in both individual and group enterprises.

Realities of the Environment

People who are making educational choices should be influenced by a multitude of factors and relationships in presentday homes, communities, states, and nations. They should decide the meaning for school programs of strained human relations in the international field, in the labor-management field, and among different groups in communities. They should decide the educational implications of the rapid rate of invention and of changing concepts of economics.

Anyone making a real study of new needs that have emerged from these developments can easily see that much more is required of the school than formerly and that tradition cannot be the sole basis for making decisions on what is important in the school program. This does not mean discarding the basic tools of reading, writing, and arithmetic. It means, instead, developing a higher level of skill in using these tools and, at the same time, taking responsibility for new levels of understanding and behavior. Needed are individuals who can use information and process creatively in finding new solutions for old and new problems. Needed are individuals who can improve operations thru analysis and evaluation.

It is wishful thinking to believe that teachers can assume these responsibilities and still keep all of the old content of school experience. The increasing complexity of the demands made on the school forces many choices. A redistribution of time and effort is called for. The less useful, less defensible experience must give way to the more imperative one.

Knowledge about How People Learn and Grow

In addition to the changing needs which new problems present, there must be taken into consideration the continuing needs of growing children who must work out an adjustment with the physical environment and with the various individuals and groups with which they must become associated. Such continuing needs also must be provided for.

A study of children and adults operating in this physical and political context will give guidance as to what experiences should be afforded.

Knowledge of the general principles of human growth and learning are a source of help in making choices of methods for dealing with individuals and groups. For example, in planning experiences for a class, the knowledge that the learner must participate actively in the learning situation will make a difference in the choices made. This participation gives the learners opportunity to examine their real concerns and to establish purposes that have meaning to them. The teacher must also take into account the deep need of the individual for soundly based security.

In addition to general knowledge in the field of human development, it is essential for the teacher to have much pertinent information about the particular individuals with whom he works. It is essential to be acquainted with the nature, capacity, purposes, and values of these individuals.

Another source of help in making intelligent choices of ways of working is a knowledge of the relationship of individuals to the group and the effect of these relationships on the behavior of individuals. The importance of the group in the learning process is receiving increasing recognition.

Characteristics of Better Teaching

Teaching is a complex function having many interrelated aspects. Guided by the foregoing bases for making educational decisions, members of the committee planning this publication selected seven aspects of better teaching which they thought especially significant for emphasis in this book. In the opinion of the committee better teaching involves the following characteristics:

- **Fostering security and satisfaction**
- **Promoting cooperative learning**
- **Helping pupils develop self-direction**
- **Fostering creativity**
- **Helping pupils develop values**
- **Providing opportunities for social action**
- **Helping pupils evaluate learnings.**

These seven aspects of better teaching state the teacher's responsibility in guiding a learning process dictated by democratic values, realities of the environment, and facts of learning and growth. They also identify desired behavior on the part of pupils, dictated by these same basic factors. The relationships between these three factors and the seven aspects of better teaching formulated by the committee are further developed in the sections which follow.

Fostering Security and Satisfaction

There are three basic reasons for including the fostering of security and satisfaction among the aspects of better teaching developed in this yearbook. First, *a basic tenet of democracy is respect for the individual.* The individual is a precious resource to be developed to the fullest extent of his powers. This development is retarded unless the individual has a feeling of security which comes from acceptance, belonging, status in the group. It is retarded unless the individual gains satisfaction out of his experiences by being competent and adequate in a situation, by making a contribution that others may appreciate; and unless the individual feels free to seek new and better ways of solving his problems without undue fear of failure.

A second reason for fostering security and satisfaction among pupils in school is that *this is the only way of ensuring efficient learning.* Insecure individuals are not efficient individuals. When a pupil must spend his major effort seeking ways of gaining acceptance, little energy is left for learning the information and skills thought important.

The third reason for concern with the security and satisfaction of pupils in school is *the special need for stable, well-adjusted individuals in a world which contains as many threats to security as exist today.* There is economic insecurity—fear of depression and unemployment. Divorce is multiplying the number of broken families. Internationally there is mutual distrust and huge armament programs are promoted under the guise of security. World problems have grown to such vast proportions that youth tends increasingly to feel he is part of a huge impersonal machine which swallows the individual.

If teachers are to promote a belief in the worth of the individual, they must demonstrate acceptance of all children and must encourage their pupils to accept one another. To reject certain pupils because of their race, religion, manners, economic status, mental ability, or state of cleanliness is to deny by action an essential democratic belief. To be inactive when members of a class, thru callous carelessness or deliberate maliciousness, infringe on the rights of minorities or individuals is to condone undemocratic action. Positive belief in democracy calls for planned steps toward mutual respect and helpfulness.

If teachers are to promote efficient learning, they must foster freedom from fear in the learning situation. Freedom from fear is fostered when a pupil is reasonably secure in his relationships with teachers and with fellow students. The teacher aids by accepting the pupil's behavior, dress, questions, needs, and efforts to seek new answers. The teacher aids by guiding the school situation so that all have a feeling of belonging and accept one another as worthwhile members of the group.

To promote efficient learning teachers must also foster freedom to learn. To learn involves trying new procedures, drawing new conclusions, exploring new possibilities. In proceeding from the known to the unknown, a person runs the risk of making mistakes. If he is afraid of the results of making a mistake, he will be reluctant to take a chance. He will tend to cling to the tried, accepted patterns of thought and ways of working and will not seek better procedures. To learn means to dare and an individual, to the extent that he is afraid, is not free to dare. With better teaching pupils are free from ridicule, scorn, or punishment for making a mistake.

An increased sense of security is developed in pupils by guiding them in the improvement of "tool" and social skills and the technics of problem-solving. As they gain confidence in their ability in these areas, their security resulting from a sense of personal adequacy increases. A sense of personal adequacy is made possible for different pupils thru utilization of a wide variety of talents and abilities in group activities. Continued feelings of security are dependent upon having many acceptable means of self-expression available. Choices cannot be restricted to a few media, modes of behavior, or categories of ideas. There must be opportunity for all members of the group to gain satisfaction from their experiences if learning is to become increasingly efficient.

Security in the face of overwhelming social problems is enhanced for the individual to the extent that he is helped to expect, accept, and understand change and to the extent that his skills of problem-solving are adequate for him to participate in promoting constructive change. Young people must be helped not only to exercise intelligence in making wise adaptations to a changing environment but further to contribute to a valuable reconstruction of the environment. Better teaching that involves fostering security must have its starting point and its roots in the needs and adjustment problems of the child or adolescent.

Promoting Cooperative Learning

The requirements of a good learning situation are that the learner participate actively in setting purposes real to him, in selecting means of achieving his purposes, and in interpreting and evaluating his experiences. Cooperative learning is efficient learning for it means that *pupils are planning with the teacher in line with their purposes.* As the pupils set goals for themselves, they consider the possibility of the attainment of the goals and agree upon procedures to be employed. Efficiency is further increased by division of responsibility in making investigations and contributing in ways suitable to individual interests and abilities. As the work proceeds, pupils and teacher frequently check together on

the progress of the group. Much evidence is accumulating to establish the superiority of group learning for many purposes.

Cooperative learning is efficient learning for still another reason. *Members of a democratic society need to know how to carry on cooperative group activity, to give and take, to make choices, and to come out with solutions that represent the best thinking of the group.* Therefore, pupils in American schools have a right to learn cooperation and teachers have an obligation to provide situations that will develop the group skills and attitudes so essential to a functioning democracy. There must be opportunity for making group decisions and sharing responsibility for carrying out the decisions. There must be experience in planning together, selecting leaders, choosing committees, participating in orderly discussion. Discussion technics; means of expressing ideas clearly; locating, organizing, and reporting on information; interviewing; settling disputes; arriving at sound conclusions—these are recognized as necessary social skills.

Promotion of cooperative learning to improve the efficiency of the learning process and to develop social skills entails certain problems for the teacher. First, there may be the problem of revising conceptions of the teacher's function. Some feel that unless the teacher is in front of the class leading the group, he is not teaching. This concept must be changed to one of teacher and pupils working together, learning together. The teacher is only one source of information to which pupils can go. Most of all he is a guide and counselor. Pupils, parents, and educators all must be helped to understand the true nature of teaching.

A second problem is that of revising methods and content requirements. The teacher must provide adequate opportunities for pupils to learn social skills thru practice and for pupils to set their own goals. The teacher will have need of the very social skills he seeks to develop in the pupils.

A third problem is that of determining the amount of direction to give to certain individuals and groups. This important decision must be based upon the background of the pupils and the teacher's confidence in his own skills of democratic leadership. In deciding how much freedom of choice to allow, the teacher will do well to remember that sixteen-year-olds will be likely to have the social skills of eight-year-olds or worse unless they experience genuine group action and are allowed to test the wisdom of decisions in terms of consequences.

Helping Pupils Develop Self-Direction

The teacher who fosters cooperative learning thru group experiences will also help individual members plan for the solution of their personal problems, encouraging a continuous evaluation of their efforts.

It is within this significant process that each pupil can best be helped to develop self-direction. Thru practical experiences in democratic living the pupil develops the type of self-direction that is consistent with the ideals of a democracy. Such a highly individualistic goal as self-direction must be placed in a social framework wherein the individual is encouraged to become conscious of and work for the welfare of the group. Accepting the privileges and responsibilities of democratic citizenship demands constructive participation, which is enhanced when the person has learned to direct and control himself.

The teacher who believes that self-reliance is a necessary personal and social skill and that the self-controlled individual is an asset to our democratic society creatively develops with his pupils those experiences that have maximum potential for the development of self-direction for each one. He helps his pupils to function independently in carrying thru self-initiated activity.

As pupils learn thru firsthand experience teachers must provide opportunities that will help each pupil see himself as others see him and know himself more objectively. The development of self-analysis procedures results in more efficient learning for the individual, especially when purposes are clear and goals are attainable.

If helping pupils develop self-direction is a major concern of the teacher, he affords his pupils every possible opportunity to assume responsibility for their own conduct, guided by their maturation level and readiness.

Intelligent self-direction implies an objective approach to the solution of problems. Each individual must learn the elements of the problem-solving method: recognizing a problem, proposing courses of action, collecting data from more than one source, investigating alternatives, reaching the best possible conclusion and acting upon it, and finally evaluating results. It is important for the teacher to create situations in which the pupil will want to and can carry on a scientific analysis of a problem. But the problem must be a real one. How to arrive at a conclusion thru careful analysis is learned in situations where pupils have a part in the proceedings, a difference of opinion is encouraged, controversial issues are looked upon as challenges, the method of intelligence is encouraged, and opportunities are provided to test the course of action formulated.

The kind of control of behavior and emotions consistent with democracy is self-control. The pupil has a social responsibility for his behavior. Self-control or self-discipline, then, becomes a fundamental goal. It is the basis for individual action in a social group. The ability to govern his own affairs and his own emotions is an accepted qualification of a mature person.

Fostering Creativity

Effective classroom teaching provides for the maximum development of creative self-expression in all pupils. The teacher knows that if young people are to function adequately in a democratic society, they must be helped to become creative individuals.

A definition of the creative act will indicate why this is true. *Creativity implies a fresh response, unique to the creator; it is characterized by personal initiative and conscious effort; it involves thinking and doing according to self-applied tests; and is finally judged as an accurate expression by the initiator.* This definition emphasizes the novel synthesis as far as the individual is concerned. Teachers will find it useful to apply to the work of their pupils this definition, rather than the social standard of creativity which requires that the product be a contribution to the social store of materials.

Creativeness, in the sense employed in this yearbook, is a true part of the fulfilment of democratic living. The young child, whose amazingly fresh and unique figure of a dog as created on paper is supplemented by his vivid imagination, is getting a chance to express himself and to contribute in his own way to his group. As that creativity is allowed and encouraged to grow and flourish, the possibilities for contributions from the individual multiply a hundredfold. He is becoming a part of a social group that cherishes variation among its members and holds important the maximum development of each individual. His standards, however, are measured against himself.

This definition of creativity does not imply that all learning is creative. Pupils discover certain things such as facts, rules, and social conventions; they do not create them tho they may learn how to create others or to improve creatively those already in existence and they may discover methods by which they can continue this creative process.

It is easy to see how creative self-expression can reflect the individual. An expression of a pupil in any medium gives an opportunity for the teacher to study and understand an individual. It is apparent, however, that teachers must know their pupils before they can label any expression as creative. For creativity grows out of expression and represents a unique reconstruction of something already existent. The source lies within the pupil's real-life or imagined experiences and is composed of all those elements that are significant to him.

Inner feelings, angers, sorrows, joys, and tensions are allowed expression in creative activity. Good teaching would include the fostering of creativity if for no other reason than the need for giving pent-up emotions a chance for release. The mental health of the child is of vital

concern to the school of today. The release of emotions that comes thru creating is apparent in the therapeutic value of arts and crafts.

Successful creation satisfies normal needs that young people have for acceptance, security, and understanding. A responsive, sympathetic audience is an incentive for further experimentation in a chosen medium. In a problem-solving process, such as creativity, creating is essentially a problem-solving process in which many meanings and attitudes are clarified. The personal values are important, but the social values of sharing and evaluating creative endeavors must not be overlooked. The process is not always one of spontaneity and joyousness. As in any other area requiring problem-solving, the effort exerted must be real, and the goal is often elusive.

A problem presents itself when teachers face statements that emphasize the rarity of talented minds. One group may observe creativity in almost any activity of a child; another group may believe that creativity is infrequent and associate it only with genius. The practical teacher realizes that creativity takes place more often than some would admit and is not the infrequent product of genius alone.

The realistic teacher, too, understands that not all pupils choose the same type of media for self-expression. Some will choose dramatics; others, the dance, art, or music. Still others will create in the social, scientific, or literary field. Students should be allowed the freedom to select the media they want to use in expressing themselves.

Helping Pupils Develop Values

Values are the guides men live by. Pupils must develop these values by observing and sharing in the conduct of other children and adults; by associating with people, things, ideas, and institutions; by having experience in clarifying values. Almost from birth the child is educated in values of the home and the social status into which he is born.

The formative school years present a challenge to the educator to contribute to the development of values desirable in a democracy. This whole area of appreciations, interests and goals, character and morality, social and spiritual values is basic to the entire educational process.

Traditional ways of instilling values and character are not always effective. Methods of character education such as imposed discipline and law rely upon external power rather than self-discipline to control conduct. Ceremony, story, hero worship, ordeal, exhortation, and discussion are methods that research has shown to be more effective at the verbal level than the action level. Too often, these methods merely succeed in separating participation and action from thinking. Evidence on the motion picture and reading as methods are not too conclusive. Observation and practice, and especially counseling and participation

in worthwhile tasks, give better results than methods based on authority, propaganda, and verbalization.

Educating for values is no simple task. Among the most baffling problems is the conflict and contradiction of values evident in our culture. Others are the complexity of factors that influence the value pattern and our lack of appreciation of the learning process and of an understanding of the child.

Effective teaching for the development of values affords opportunity for pupils to determine group standards and policies, and to live by them. The learning activities provide opportunity for creative and appreciative experiences; for pupils to make choices and act upon them; for pupils to broaden their interests, values, and human relationships. Children and youth need to participate cooperatively in socially significant tasks; young people should have opportunity for experiencing socially valuable manual work, for appreciation of craftsmanship and work well done. Learning opportunities should permit participation with peers and others in successful democratic situations that produce significant results.

The teacher has the responsibility for fostering an atmosphere in the classroom that enables pupils to develop esthetic standards, spiritual values, work standards, standards of group conduct, and appreciation for human worth and individual integrity. He must be ready and willing to help each young person develop a basic philosophy. He can help pupils to harmonize conflicting values and to appreciate the significance of principles in guiding conduct.

Providing Opportunities for Social Action

A democratic society must have a citizenry able to initiate and execute a course of action designed to extend the social good. This course of action, to be effective, must be a cooperative one, especially in a time of crisis like the present. Therefore, the development of individual and group inclination and ability to act by democratic procedures in the conservation and improvement of democracy is essential.

In this development schools must have a large share. In fact, more attention is needed in this phase of instruction than any other. Schools must encourage pupils to do more than study about their civilization. They must help them to acquire the complete range of problem-solving skills of which "learning about" or fact-gathering is only one. Guidance must be extended to the steps of forming hypotheses on the basis of facts and values and testing hypotheses in action. Taking action promotes efficient learning for the learning is related to daily living, purposes are genuine, and achievement can be ascertained in actuality.

Since many problems cannot wait years for solution, schools can help

their communities by encouraging pupils to participate with adults in improving their environment. Naturally, some hurdles are involved in providing such opportunities for social action. Teachers must learn the strategy of social action thru direct experience themselves, and they must build with the community the sound relations which make social action possible.

Action may be on a narrow or a broad scale. It may range from the improvement of the school environment to an effective contribution to world organization. As teachers gain experience in this phase of better teaching, education will make a much greater contribution to the improvement of living and the fulfilment of the democratic promise to man.

Helping Pupils Evaluate Learning

There are two chief reasons for helping pupils evaluate learning. First, *evaluation is a process to be learned for lifelong use.* This process is necessary for improving individual and group planning and action for it is a means of discovering whether or not values of the group are being achieved and whether or not the values should be revised. Thus, it is an important part of the equipment which each individual should expect to acquire thru education.

Second, *evaluation is a process that facilitates teaching and learning.* All that has been said about cooperative learning in an earlier section of this chapter justifies encouragement of individual and group self-evaluation. Evaluation makes it possible to refine procedures and, thru testing the wisdom of choices, to avoid repeating mistakes. Thus, it is a necessary aid in helping pupils to develop self-direction as individuals and as groups. Provision for evaluation makes it more certain that learnings will be summarized, generalized, and appraised, that values will be examined frequently, that security will be increased thru assessing accomplishment and understanding the reasons for failure.

If evaluation is to serve these two purposes, it is important to discover the most promising ways and means of proceeding. Planning better ways of encouraging pupils to use the evaluation process presents certain problems for the teacher.

In the first place, there is the problem of securing the cooperation of the persons being evaluated. If young people in school are to acquire skill in evaluating their plans, procedures, and results, they must share in deciding upon what basis and with what instruments and technics they will evaluate. A group must be learning to work together in democratic fashion to participate effectively in evaluation.

There is also the problem of making continuous use of evaluation. Evaluation is thought of frequently as marking a terminal point in

individual or group activity. Anyone would readily admit the wisdom of providing for periodic evaluation as a means of consolidating learning, forming generalizations, setting new long-range goals, and making plans for taking next steps. However, half the value of the procedure is lost if it is reserved for end-points only. Evaluation should be an integral part of the teaching-learning process at every stage. How to handle this procedure wisely so that individuals and groups do not become hypercritical, but rather learn to use criticism intelligently, is an additional problem teachers must solve. It is important also that pupils use evaluation because they have genuine need for the results rather than to go mechanically thru steps of a meaningless procedure.

A third problem for the teacher is to help pupils learn a wide range of technics of evaluation, and to employ those technics in appraising a variety of learning outcomes. Learnings in cooperation and group living must be evaluated just as carefully as learning of information. The quality of communication of which the individual is capable; his ability to use knowledge functionally in seeing relationships, drawing conclusions, and solving problems; the way the individual works with other individuals and groups—these are the directions in which pupils should be helped to discover the progress they are making. Pupils should come to understand that behavior is the test of learning.

Helping pupils evaluate learning is not the complete responsibility the teacher has with regard to evaluation. On his own and in cooperation with other teachers, with parents, and others there are many evaluative acts to be performed as part of the teachers' regular function (keeping records of progress, assigning marks, reporting to parents, and numerous others). In keeping with the limitations of this yearbook, however, evaluation is here confined to the use of the process with pupils.

A Look Ahead

In the foregoing paragraphs a résumé has been given of seven aspects of better teaching which are treated in more detail in the chapters that follow. It is always helpful to see such abstract concepts translated into action with real-life teachers and pupils as characters in the educational drama. As might be expected each example illustrates a number of facets of the complex process of teaching and learning. Therefore, assignment of illustrations to chapters has been made arbitrarily in some cases. Thus each illustration may be read for the light it throws on better teaching in general and for the particular point being made in the chapter where it has been placed.

CHAPTER TWO

Fostering Security and Satisfaction

How to help young people of today fit into a strange, exciting, constantly changing world and how to meet individual needs to achieve and to be wanted—in short to feel secure—is a basic problem for the presentday school. A sense of security is a fundamental need of every individual. Maximum growth can occur only if security is present. Schools must exert all possible effort to come closer than ever before to the intimate problems, anxieties, frustrations, and fears of children and youth and to enable them to have experiences which provide satisfaction and give them a sense of confidence.

Building security in its immediate application in the school means establishing the type of relationships which free the individual to examine new ideas or to try new procedures without fear of the consequences of making a mistake. In its broadest implications security involves conditioning and equipping youth to face change and social conflict. Since members of a democratic society have a constant, joint responsibility for redefining values and processes, it is imperative that young people be helped to achieve a creative adjustment with the dynamic currents of life.

Such a concept calls for encouragement of experimentation in classrooms. Students must feel free to test new ideas. In an environment that invites experimentation, knowledge and information assume importance as tools for a more complete organization of inquiry and expression on progressively higher levels of experience. It is recognized that change tends temporarily to upset individuals, but it is equally understood that the confusion caused by sudden change may be forestalled by planning and by helping students learn methods of adjustment. By these means girls and boys can be encouraged to comprehend the true nature of a learning situation and recognize it as a process of evaluating the old, building the new.

Implications for Better Teaching

Modern concepts concerning the nature of the individual emphasize that he reacts as a whole person, that learning is affected by all aspects

of the learning situation. The process of building security is fundamental to promoting cooperative learning, to helping pupils develop self-direction and values, to fostering creativity and evaluating learnings, in fact, to all types of learning. The whole process of discovering ways of affording pupils the satisfaction of having successful experiences in school must be a fundamental consideration in making choices of methods and materials for better teaching. Learning is less efficient in a situation that does not provide satisfaction.

The remainder of the chapter describes ways in which teachers have fostered security and satisfaction by orienting the child to new environments, by developing proficiency in basic learning and social skills, by providing an atmosphere in which security may grow, and by developing ability to use the problem-solving technic. Security is recognized as being the result of a permissive, encouraging atmosphere and a feeling of competency gained thru opportunities to develop basic skills and technics for effective living in our changing society.

Preparing for Satisfying Years at School

The experience of leaving the home to begin the school years involves a radical change and a tremendous expansion of the child's social environment. He has the job of finding his place with others in the group. Adults assume a greater significance in life. The physical surroundings present unfamiliar and strange factors to which he must adjust. Much help is needed at this point to assist children in adapting themselves satisfactorily to the many elements of a totally new situation.

Making the Orientation Period a Satisfying Experience

Certain experiences in the pupil's school career are crucial to establishing a foundation for happy, profitable, continuous growth. Certainly the first day at school is a very significant experience in the life of a child in terms of implications for subsequent development.

In one school where the principal and kindergarten teacher have given time and thought to the importance of a child's first day at school, pre-kindergarten parties are given each spring: [1]

> Dear Frankie,
>
> You are invited to come to school Thursday afternoon, May 6, from 1:00 to 3:30 as a guest of the kindergarten pupils.
>
> An older child will bring you and take you home. Please come.
>
> Very sincerely,
> (Kindergarten teacher)

[1] Report furnished by Evelyn Garton, kindergarten teacher, Roosevelt School, Dodge City, Kansas.

In this personal note Frankie is *invited* to have his first school experience. All the children in the school help with the project, contributing names and birthdays of younger brothers and sisters who will be five years old before January first, as well as bringing information about neighboring children who have no older brothers and sisters in school. Of course there is much repetition of names as the kindergarten teacher goes from room to room making up her list, but this only serves to generate more enthusiasm and interest which is transmitted to the guests. Making the pre-kindergarteners feel they belong is an all-school aim.

On the appointed day of the party the regular kindergarten program is followed as closely as possible. Guests are introduced to the new mysteries of Judy puzzles, beads, and peg boards; they are made a part of game activities and introduced to toilet and drinking facilities as well as to other parts of the building with which they will need to be familiar. Cookies which the kindergarten pupils have prepared the day before are the highlight of the afternoon. Parents are conspicuous by their absence, and interest and curiosity tend to replace anxiety and shyness among those invited to participate in their first school experience.

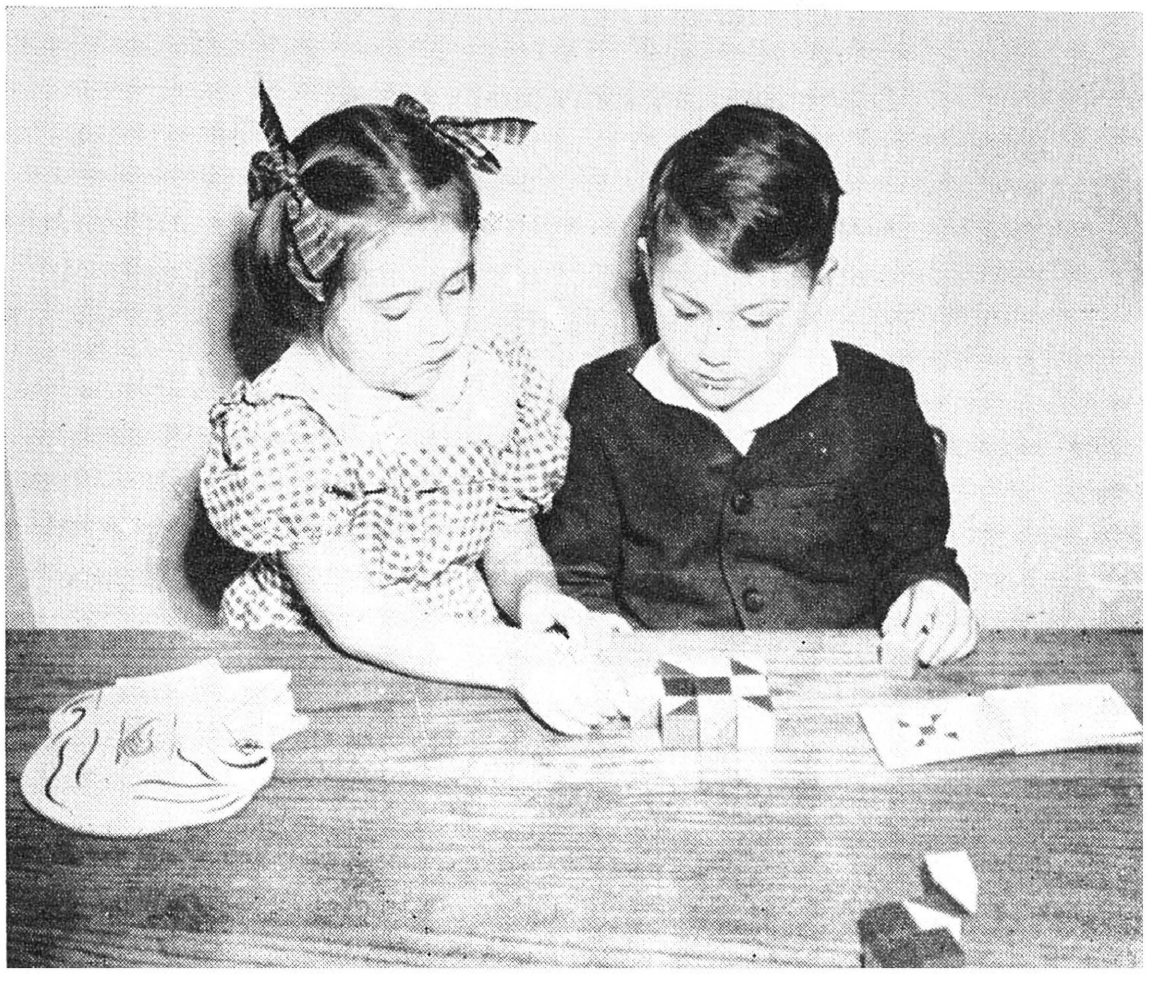
Thru such a project girls and boys are helped to anticipate September and school days with eagerness. Not only have they been prepared for school; they have been helped to have a successful beginning experience.

Introducing Friends to New Experiences

In the same school the first grade plans a visiting day in the spring for the kindergarten group.[2] The kindergarten children are introduced

[2] Reported by Edith Dobbs, first-grade teacher, Roosevelt School, Dodge City, Kansas.

"This Is What We Do in Our Kindergarten"



Duluth News Tribune

to first-grade activities and work. They are encouraged to look at and handle the books they will be using, to participate in simple art work that has been planned, and to enter into the general play activities both groups enjoy. Thus they become acquainted with the first-grade room and with what may be expected of them when they enter in the fall.

The first graders enjoy this also for each is given a guest partner. During the reading lesson the two children share one book. The host reads to his guest, thus realizing a sense of personal accomplishment.

In another elementary school the orientation period is made less difficult for the new pupil by assigning Big Brothers or Big Sisters.[3] The latter are responsible for introducing the newcomer to the library, gymnasium, auditorium, and lavatory, and at noon the helper continues to take charge by explaining cafeteria prices and habits. In addition the entire class reviews in class discussion rules of procedure for the new student so that he may feel more at ease thru knowing and understanding what is expected.

More relaxed living and learning occurs when the facilities of the school are explained early in the child's association with it, when anxieties about what goes on behind the scenes in the nurse's office and the principal's office are dispelled.

Building Confidence thru Tool Skills

Promoting efficiency in the use of the necessary tool skills becomes another focal point of the teacher's responsibility. If a child is to feel adequately prepared for modern living he must become skilled in the intelligent use of the tool subjects. Further, it is important to give the child security in his own use of a particular skill in line with his ability in that skill and in line with the need he faces. This means a program which capitalizes upon the problems of everyday living in which the learner actually needs the skill.

Diagnosing an Individual's Needs

Every situation calls for effective use of one or more skills. Uncertainty about his ability in reading or any of the other tools will make the learner less secure in tackling a new problem. As the teacher with the pupils surveys the actual situation the group is facing, explores the skills needed, the learners' present efficiency in their use, and the points at which additional help is needed, he can do much to insure future confidence and a sense of competence on the part of the learners. The diagnosis of the problem and the selection of the teaching tool which will best contribute to the solution are important to success in teaching.

[3] Reported by Lillian Muir, Rigler School, Portland, Oregon.

Maria, an eight-year-old, newly arrived in Oakland from the Azores, Portugal, and unable to speak a word of English, illustrates the importance of learning communication as a tool to making any happy or satisfactory adjustment to a new situation.

Maria's carefully studied records revealed that she had been in the fourth grade when she left Portugal, that she had learned to write beautifully, tho she wrote quite small, and that she was able to do multiplication and division. In Oakland she was placed in a high second grade in a small remedial class where she was given the individual attention of the teacher.

The following excerpts from a diary kept by Maria's teacher beginning October 29 illustrate the help given in meeting a basic language need as one means of building a sense of personal-social adequacy:[4]

> Since there was no book to teach beginning English to children, the teacher prepared a lined notebook and cut from magazines pictures of objects that would be of interest to a child and needed first in her adjustments to a new language. Maria was shown how to paste the pictures in her book. Then the teacher put the name of the object in both manuscript and cursive writing beside the picture. The manuscript was for her reading vocabulary and the cursive so that she could continue her writing as she had learned it in Portugal. . . .
>
> The teacher could not make Maria understand that she could take her notebook home to study the words until she remembered the Portuguese cafeteria worker. She took Maria to the cafeteria and asked Mrs. S. if she would explain to the girl that she could take the book home but that she was to bring it back to school the next day. Mrs. S. was glad to oblige. Maria took her book home that day and every day after that except when the teacher wanted to do some work on the book herself. . . .
>
> Maria likes Ben (a very appealing youngster). He apparently returns the affection for they do some poking at each other across the aisle.
>
> Whenever she has free time Maria draws houses that might be the type one would find in Portugal. It might be a sign of homesickness. . . .
>
> Started to teach sentences today. . . . They pertained to children playing house because of Maria's experience with the children in the room, her interest in dolls and the activity of the children in *Before We Read*. . . .
>
> Teddy was all excited today. He said, "Maria can talk American already."
>
> "What can she say?" the teacher asked anxiously.

[4] Auril Wood, E. Morris Cox School, Oakland, California.

Teddy replied, "She said, 'Shut up, Alan.' "

Maria said that she enjoyed the magician show we had today. Afterward she ran to her teacher and took her hand. That was the first sign of affection she has given her. . . .

Maria read all the sentences given today. She and Ben had a wonderful time. They had the giggles. The teacher teamed them up to do "The Chimes of Dunkirk" together. They dance well together for they are both graceful children. Maria is very adjustable and is fast overcoming whatever shyness she had at first. She enters nicely into the social program of the class.

This morning there were more sentences in her notebook. Now she is able to understand the teacher and the children and to make her own ideas known. Still she has not tried complete sentences. She still uses single words or phrases. . . .

At last she is beginning to form complete sentences in English. She knows and understands what she reads. She is not just reading words. By January 29 Maria, popular with her classmates both in school and on the playground, was doing strong enough work in English to be promoted to the third grade.

Forming Special Groups

Myrtle Fauquher, a high school teacher, notes the success of a remedial class for meeting weaknesses in basic skills and for helping the less able students achieve self-confidence: [5]

In September I was assigned a class of nineteen boys and girls whose ages ranged from fourteen to seventeen. These were ninth graders who ranked below sixth-grade ability on standardized reading tests. We used the state-adopted texts for lessons in correct usage, simple forms of letter writing, and the library.

A supplementary set of readers from our school library contained stories in simplified form about boys and girls of high school age. There were stories of good sportsmanship in basketball, tennis, and other sports. Interesting accounts of various hobbies, thrilling stories of wild animals, and travel tales held the interest of the students when they really had time to proceed at a rate that gave them the opportunity to read understandingly.

These books were used twice a week. The boys and girls considered it a privilege to read aloud and soon began to take pride in being able to sound the difficult words by syllables and by use of phonetics. It was interesting when one sixteen-year-old boy said, "There were three big words in my paragraph, and I didn't have to get help on any of them." Yes, we had all waited patiently while he read slowly but accurately.

Gradually their speed increased. As they read two or three pages silently, a time limit was called. Each student counted the words

[5] Reitz High School, Evansville, Indiana.

read, and a record was kept for several weeks to show improvement in speed. There really was a definite gain for all.

These students remained in the same section for two semesters of their freshman year. When the same standardized test was given toward the end of the second semester the individual gain was impressive. All continued not only with improved records but with better adjustment to new learning situations because of increased self-confidence in ability to read.

Grouping within the Classroom Situation

Other high schools have found it desirable to work on skills by groupings within the regular class in terms of needs as in the elementary class in the following description. Concerned about the reading ability of a third-grade class Winifred Sumrill reorganized the entire group with the aim of providing greater security.[6] From the results of achievement tests and other informal methods the class was divided into five groups. Some needed much vocabulary help to develop confidence and independence. Others needed particular help in organizing ideas. In addition to being closely supervised in a basic reader, each child was encouraged to choose individual readers on his own interest and ability level. Thus, each worked at his own speed, kept his private record of books read, and reported to the teacher or the group trying to demonstrate that he knew his material and to "sell" his book to others. This seemed to give a sense of accomplishment without frustration.

Discovering Special Needs and Interests

In a ninth-grade class, it was discovered thru a questionnaire that dissatisfaction with previous school experience was so great that out of thirty-six students only two planned to graduate from high school, six from vocational school.[7] The rest were interested in finding jobs as soon as the compulsory age law released them. Reading and mathematics ability was exceedingly limited. The one intense interest expressed by the group related to future employment. To give meaning and create satisfaction in the school experience and to stress the practical application of work undertaken the course was centered around the interest in employment. The teacher lists various aspects of the study:

Collecting want ads for boys and girls.
Reading the ads, paying attention to abbreviations and general understanding.
Writing letters of application.

---

[6] Lincoln School, Battle Creek, Michigan.

[7] Reported by David A. Horowitz, Barratt Junior High School, Philadelphia, Pennsylvania.

Planning telephone calls for the ads that required them.
Inviting speakers from Armstrong Association and NAACP to talk about job opportunities and qualifications.
Reading vocational information.
Compiling lists of qualities that employers were interested in.
Discussing working papers and child-labor laws.
Discussing changing conditions in employment for young people.

Interest and improvement in skills increased as the students experienced the satisfaction of undertaking work that aimed at meeting future needs.

For those who do not grasp easily the textbook or the printed page audio-visual aids may become a source of real satisfaction. They also enrich the program in a constructive fashion for those with excellent reading skills. Lillian Muir cites the success of the radio in the classroom and describes how her elementary classes listen to broadcasts regularly as part of the social-studies program.[8] Afterward they discuss the program, write pargraphs about what they have learned, and if possible draw a picture about some part of the program. In this way all the students are experiencing the satisfaction of participating in a learning situation.

Helping Children Develop Confidence thru Building Social Skills

Every situation of daily living in which other persons are concerned involves some kind of social participation. Social skills are as important to success in life as the "tool" skills. Teachers can do much to observe and help meet needs in this area. Helping students participate in the group activities of school life can become the means whereby individuals work out their social relationships and learn how to get along with people so that they may experience security as valued and accepted members of society.

Developing Special Competence

An informal classroom, where students work together, explore mutual interests, and share jointly in undertakings, does much to promote a constructive development of the skills of social participation. Some students, however, need special guidance in order to experience the real satisfaction that comes from getting along with the group. Often personal tensions and social problems concealed in the classroom flare into open conflict and hostility on the playground. Consequently, play activities offer valuable opportunities for helping young people attain accepted group membership.

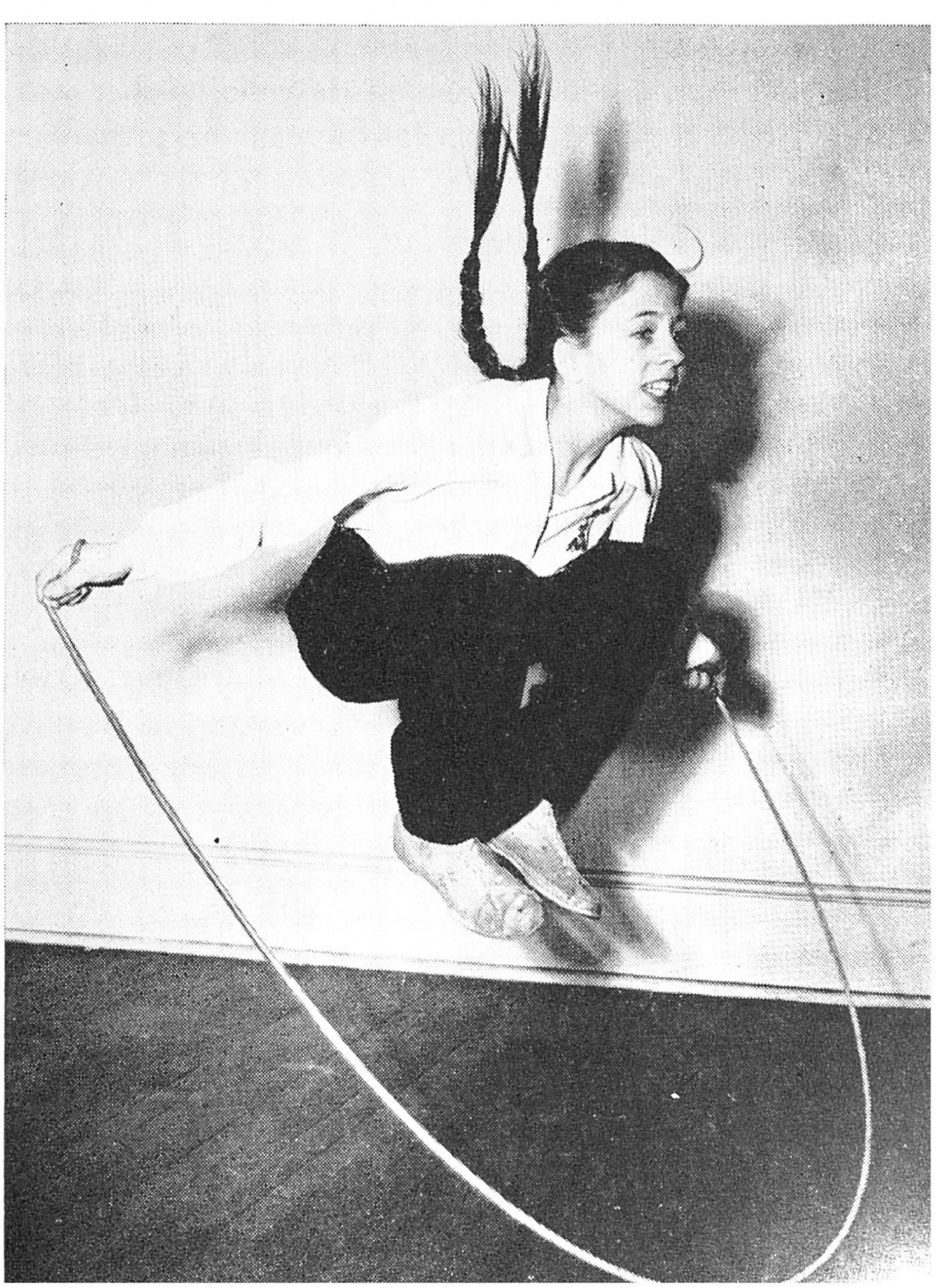
[8] Rigler School, Portland, Oregon.

A physical-education teacher describes how, by guiding growth in a physical skill, a child shunned by her peers was helped to develop feelings of adequacy and a sense of belonging.[9]

> In fifth grade Sandra showed little or no interest in physical education. She often brought notes from home excusing her from activity. When present she seemed to prefer talking to the teacher to taking part in class. Her conversations consisted almost entirely of lengthy descriptions of various physical ailments which she had experienced or was experiencing. The other girls in the class ignored her. When small groups got together to chat, Sandra was rarely included.
>
> The physical-education teacher was concerned about Sandra and consulted the school records to find out something of her background and past history. The summaries of previous teachers showed that Sandra was intelligent, had always done very acceptable work in the classroom but that she had never had any close friends and seemed insecure and unhappy. An attempt was made

[9] Evelyn Johnston, Ethical Culture School, New York City.

Personal Adequacy Grows with Physical Skill



Duluth News Tribune

thruout the year to help Sandra to fit into the group, and to enjoy physical activity, with little success.

Sandra returned as a sixth grader with the same lack of interest in athletics and the same air of indifference to the group's opinion of her. One day during a stunt period Sandra made some effort to do a handstand. The teacher encouraged her and offered to give her extra help outside of class. The girl became interested, came often for extra help, practiced at home, and was finally able to do a fairly good handstand. Later, in a class stunt period, Sandra was called on to demonstrate, and, to the surprise of all, performed very well. The girls cheered and applauded with many flattering comments. Sandra's attitude toward gym changed that day. She actually became a leader in starting a fad for stunts in her class. Games took second place for two or three months. Each day Sandra and a growing group of enthusiasts rushed into the gym, arranged the mats, and began to practice. The spirit was contagious and stunts became the prime interest of the group for some time.

Sandra loved helping the other girls and revealed a side which no one had seen before. She was patient and kind and quite forgot herself in her eagerness to teach others. Her status in the group grew by leaps and bounds and she began to gain in respect for herself. Before the end of the year she had made a very solid place for herself in the group; she rarely talked about her ailments; and she no longer sought out the teacher for companionship.

It should be noted that the teacher was not able to find the solution immediately. Recognition of the problem preceded, by a year, discovery of a way to help. Looking for the types of activities that can bring success and satisfaction to a child is an important phase of teaching.

Developing Social Skills in Homeroom Situations

Homerooms provide excellent opportunities for welding individuals into constructive group membership as well as for promoting and encouraging students to make personal contributions to cooperative undertakings. Ruth E. Wasley describes how students at Doylestown, Pennsylvania High School, were helped to develop their social skills and experience satisfaction thru active participation in the homeroom program of the school.[10]

In order to build the homeroom period around topics which would meet the social needs and interests of members of the group, the latter were asked to indicate on a questionnaire specific problems in which they were interested. Problems listed were used as the basis for homeroom meetings. Miss Wasley's account accents a few of the activities organized to meet the expressed interest in personal problems:

---

[10] Miss Wasley is now on the staff of the Milne School, New York State Teachers College, Albany, New York.

"Improving your ability to study" was one of the topics selected by the juniors. A skit, "Betts Cooks Her Goose," was written by one of the playwriting committees. It gave study suggestions to classmates and was well received by the homeroom members. As a follow-up on the retention of these study suggestions, there was a quiz program after the skit. The window stick and a jelly jar served as a microphone into which the contestants (Gabble Gerties — three girls, and Jivin' Joes — three boys) submitted their answers. The climax was, of course, the "five-cent-candy-bar-question"!

"Social skills" confronted the students at another meeting. A second playwriting committee went to work, and "No, Percy, Not That" was the result. This skit portrayed both good and bad manners. A quiz program again served as the check for retainment of suggestions for social skills. Both skits were cast by students and were student-directed.

Homeroom members were so thrilled with their skits that they asked if they might present them to the other junior homerooms. These programs were given for other homerooms and were sometimes repeated as assembly programs. Since there was an open date in the schedule, arrangements were made to present "Betts Cooks Her Goose" and "No, Percy, Not That!" The members of the homeroom became so enthusiastic about their project that they decided upon the compilation of study suggestions, hints on table manners, and party lines. They were distributed at the meeting. The group further arranged to have programs and ushers to give the appearance of dramatic productions! Such an esprit de corps developed that members decided that they must have a special name for their group.

A Mothers' Day tea was held in the spring. Everyone cooperated. Each mother received by mail an invitation addressed by her son or daughter. When the tea was well under way, the president of the class announced that there would be a tea dance. How pleased the mothers were when their sons asked them to dance or when some of their sons' friends cut in!

Capitalizing on Special Interests

Angela Mensing relates how a special interest was used to help a poorly adjusted fourth grader achieve successful membership in his group: [11]

Nine-year-old John with an intelligence quotient of 122 was an unadjusted child in the school. This lack of adjustment was evident in his retarded academic progress, in his anti-social behavior with children and adults, and in his frustrated, nervous personality. John was argumentative, over-loud, and pugnacious in his behavior. His group in school deprecated his ideas and complained of his lack of cooperation. Boys spurned him as a poor sport and a

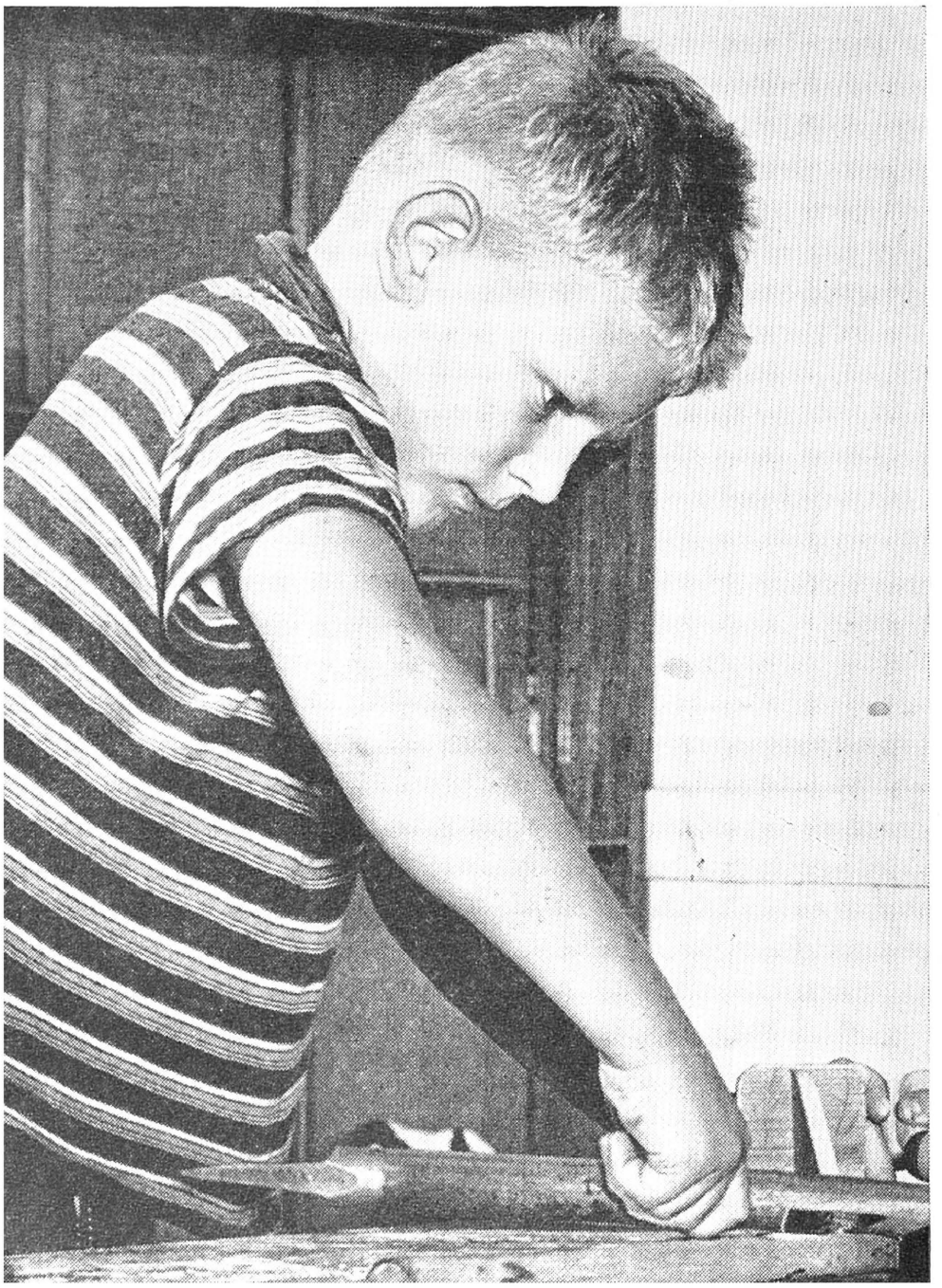
[11] University School, Indiana University, Bloomington, Indiana.

nuisance. Obviously John had a problem with which he was unable to cope. To gain the respect and recognition of his contemporaries was an immediate and great need.

For two or three weeks in the beginning of the school year, the teacher thru a showing of good humor and kindness tried to guide the class to general appreciation of John as a member of the group. This technic of guidance, however, was slow and unsure in improvement of the situation, and so a search began to find a *specific basis* for genuine adult praise and approval which, it was hoped, would carry over into the emotional tone of the social life of the group.

In school it was noted that John chose the *Popular Mechanics* magazine more than any other magazine or book, and in conversation with him one day the teacher discovered that he had several erector sets and liked making mechanical objects. She urged him to bring these objects to school, which he did. Other boys became very much interested. John showed them how he had made a pulley and a small engine which could be run by a motor. John had a skill and a knowldege of which they were unaware. Almost immediately

Everyone Has Something To Contribute



University of Nebraska

he became important in the group. Magazines were collected, put in conspicuous places by the teacher, and pored over by boys and many girls alike. Articles in books were read, objects made, experiments given, and movies seen. In the classroom a large table was given over to the interest. John's uncle, an expert mechanic, was invited to talk to the group. On the playground the children began to choose John in games. In arithmetic and reading John became willing to face the reality of his poor work and put forth greater effort to succeed. His attitude became excellent, and before this year was over John was wholeheartedly accepted by the group.

Fostering Confidence in Atypical Children

Handicapped children also need opportunities to develop social skills.

Phyllis Ivimey describes satisfying experience of her children: [12]

Two years ago I was the assistant teacher in the lower elementary grades of a school for cerebral palsied children. This class included children from the first, second, and third grades and most of them were severely handicapped in their walking, speech, and use of their hands. It was a yearly custom for the director of the school to entertain the parents of the children and a few people from the community at a garden party on his spacious lawn. The various grades and departments of the school would entertain the guests with readings, choral singing, and exhibits of their work in the physical program.

For the occasion our class decided that they would present a play based on the story of *Hansel and Gretel.* We began work on the project about a month before the garden party and the spirit of the group was wonderful. The children eagerly awaited the free period of each morning so that they could practice for their show.

A plan was formulated to have the teacher read the descriptive parts of the story and to have those children who were physically able to do so speak and act out their own lines. For the character of Hansel the group chose a little boy who could walk almost normally but whose speech was quite defective. Gretel, on the other hand, had a good command of speech, but was unable to walk at all. This necessitated the arrangement of having Gretel seated thruout the performance with Hansel walking around her to play out the action. The part of the witch was played by a little girl who had very poor vision. Thus she remained in one spot. Father hobbled around on crutches and Mother didn't utter a word, but these facts were well compensated for by the great amount of enthusiasm and expression which the children put into their acting. A very severely handicapped youngster who played the role of the bird entered the stage in a wheel chair pushed by an older child and just grinned when his part was read by the teacher.

[12] Lago del Mare School, East Hampton, New York.

> Dressed in colorful costumes and displaying all the spontaneity of normal children, these children were amply rewarded for their efforts by the chuckling and applauding of the audience. For youngsters as handicapped as these were, such an experience can help greatly in developing confidence and in creating a desire to work on a common project.

Nancy Gibbs Jones describes provisions made for an "opportunity" class to develop self-confidence.[13] With I.Q.'s ranging from 57-72 and chronological ages varying from eleven to sixteen years this group of fifteen girls presented some very special problems. They needed to feel useful, important to the school, to feel that they could carry on responsibilities independently and confidently.

Altho all the girls were interested in the teacher's appearance the group seemed to lack pride in their own manners and dress. Comments like the following indicated a specific area where help was needed:

> "Mrs. Jones, why does M.'s slip always show?" asked Ruth.
>
> "You got a lot o' room to talk. You always look kinda' sloppy yourself," was M.'s quick retort.

The teacher relates how her group proceeded with a study of good grooming, for which the girls had shown a need:

> The problem of good grooming was one all were eager to study. We had an informal discussion about looking our best and out of this grew the following checklist for good grooming compiled by the group:
>
> 1. Teeth brushed
> 2. Hair well combed and not under a kerchief
> 3. Skin and hands clean—tub bath at least twice weekly
> 4. Nails clean — if nail polish is used, it must never look flaked off
> 5. Little make-up (too much cheapens)
> 6. Not much jewelry—no earrings for the younger teen-agers
> 7. Never any perspiration odor (names of several deodorants given)
> 8. Never wear socks with cuban or high heels
> 9. Slip must never show
> 10. A clean handkerchief
> 11. Shoes—polished or cleaned
> 12. Clothes—fresh and clean
> 13. Never forget that good posture makes any dress look better. Hold the stomach in, head up, and shoulders back.
>
> Once the study was launched, activities varied from practicing

[13] Ungraded room, Longfellow School, Kansas City, Missouri.

posture exercises in class to making velvet head bands. The girls drew their own designs with chalk and then sewed on sequins. (Hair had to look fluffy and combed or the head band would never look well, of course.) These lessons worked wonders on the appearance of the group.

As the girls gained assurance about their personal appearance, increased confidence supplanted a previous lack of concern. Real initiative replaced lack of personal drive and inertia. This was illustrated in such instances as the following which were entered in the teacher's report:

Since I was sponsor for our building, the Red Cross kit came to us. I said, "Girls, we have all this material to give to each teacher, and we do want every child to bring a few pennies. How can we get this done?"

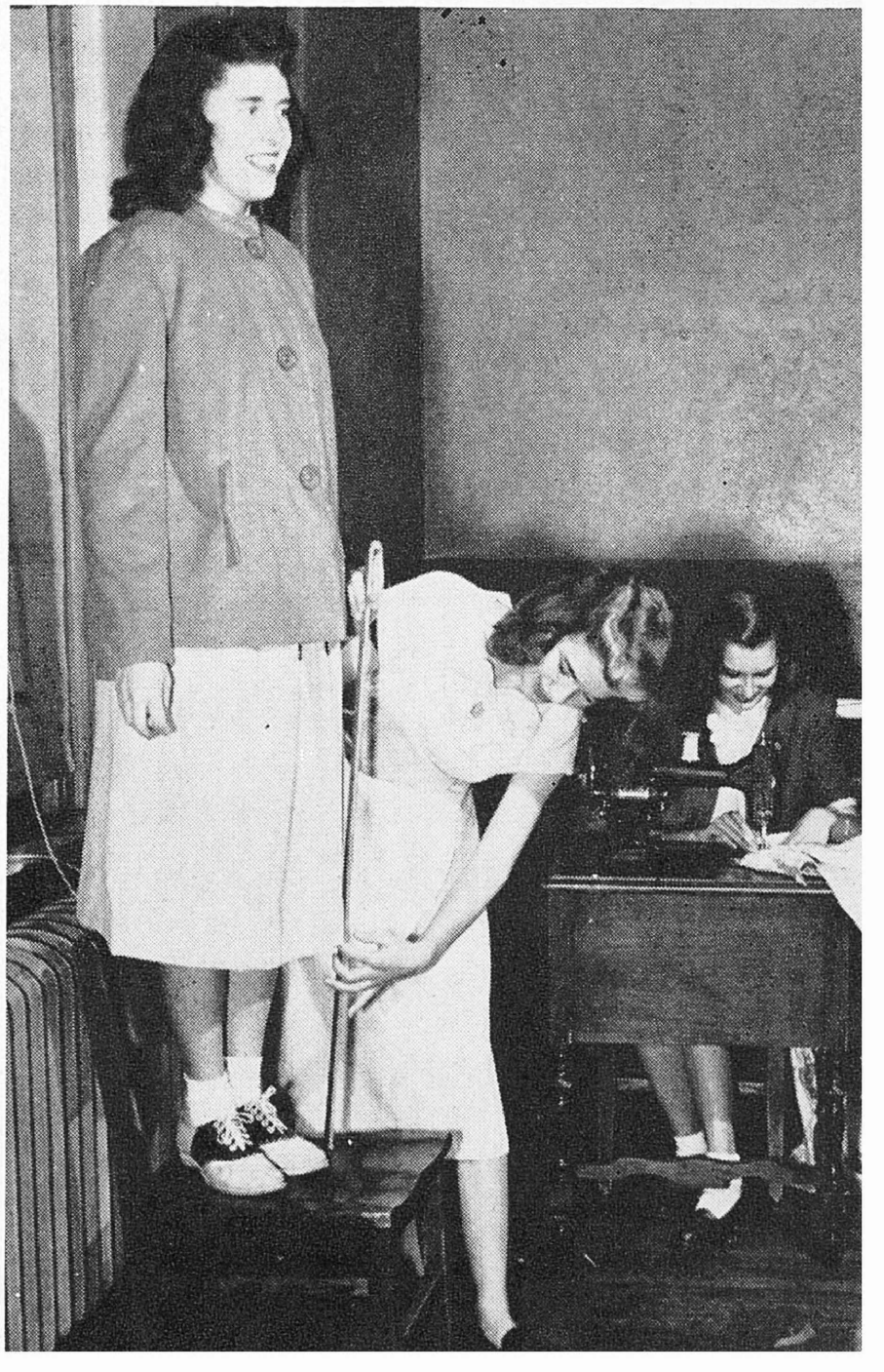
"Let's make some talks," said one.

"Yes, and each one of us can make a talk and give out some stuff," said another.

We passed out the material. Each girl composed a little talk and presented her items to a teacher.

Improved Appearance Increases Confidence

Denver Public Schools



I can't measure the difference in the personality of these girls and their social adjustment since September.

Building Vocational Acceptability

One shorthand class has a discussion every Friday which grows out of student concern regarding problems of social and vocational acceptability.[14] Students may write out personal or general questions of interest previous to the discussion period. These are left on the desk unsigned. Later they are read and the whole class participates in answering them. The comments of businessmen relating to necessary personality traits for success in business are utilized to make discussions meaningful. Topics considered include the following:

Personality development
- Personal appearance
- Voice
- Use of English
- Posture and carriage
- Good grooming
  - The type of dress best suited for school and for the office
- Behavior
  - School—Attitude toward work, fellow students, and teachers
  - Public—Travel, hotel, restaurant, street, and theater
  - Social—Introductions, manners to expect of boys whom they date, things that are taboo

Boy and girl friendships and relationships
- Cooperation
- Dependability
- Emotional control
- Health
- Honesty
- Industry
- Initiative
- Leadership

Such classes are concerned with the social as well as vocational aspects of building secure and competent business citizens of the future.

Establishing an Environment in Which Security May Grow

Basic as the skills are to developing feelings of personal adequacy it is extremely hazardous to identify security completely with mastery of the skills. Security cannot be produced directly. The best teachers can do is to establish the circumstances under which it may emerge.

---

[14] Reported by Margaret Burkert, Central High School, Evansville, Indiana.

Providing Attractive Physical Surroundings

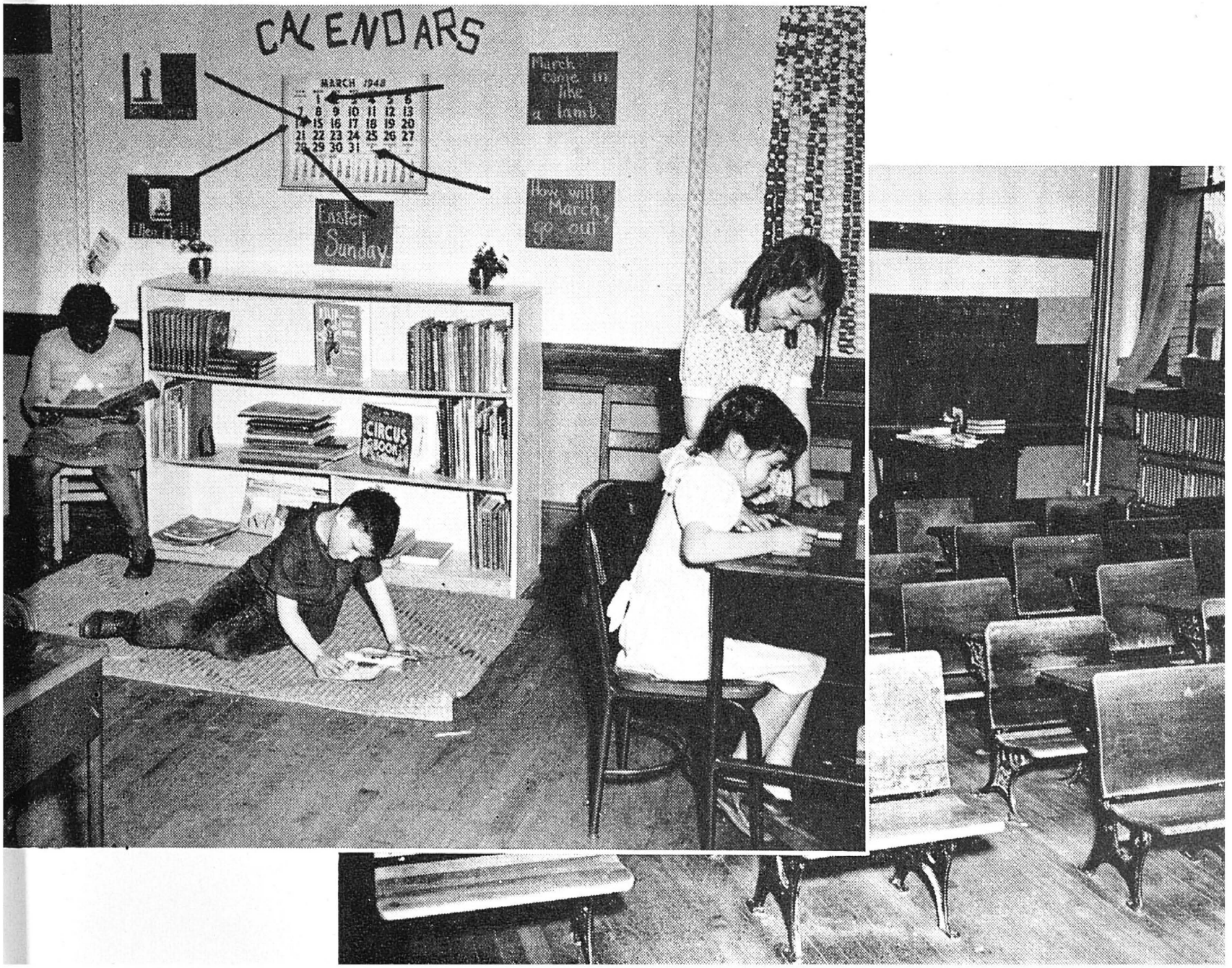
Surroundings play an important part in people's emotions. Primary concern must be directed in the school environment to establishing attractive, inviting classrooms—places where students like to spend time. Where the color arrangement is a satisfying factor to one student, another may enjoy the flowers and plants. Still another may find satisfaction in the variety of available books, in the reflected dynamics of alert group spirit in bulletin board displays, or in other equipped and arrayed centers of group activity rather than a face-front, teacher-centered arrangement. Such satisfactions are seldom articulated but are basic in setting the stage for good pupil-teacher relationships. A classroom that has been made inviting thru attractive arrangements is a physical inducement to harmonious living and learning.

Not many teachers are lucky enough to start with new classrooms. Eleanor Crenan illustrates the ingenuity, energy, and ambition that went into a project of reconversion of a basement room:[15]

[15] Harvey Alter School, Rome, New York.

Children Helped To Remake This Room

Rome, New York, Public Schools



Hopeless indeed did the situation seem as we stood in the doorway of that gloomy basement room. The seats were fixed to the floor. The lighting was inadequate, with too much blackboard space absorbing what little light there was. The room, absolutely barren of even bulletin boards, was disgustingly dingy and dirty, and the floors were so oily they were out of the question for small children.

The principal promised all possible cooperation and lost no time in supplanting the fixed seats with small round tables and a variety of small chairs salvaged recently from a condemned building. The janitor splashed on some paint and that was our send-off.

Books which had been kept in a glass cupboard were put down within reach on bright new green and yellow shelves of a new book corner. A collection of cast-off dolls, with a little face-lifting and attention to new wardrobes, came to life for six-year-olds. Not only did the principal share the enthusiasm and interest for the project, but he contributed his efforts to making a new doll's bunk bed and doing some work in toy surgery. From the lid of a discarded sandbox and some blocks the group made a stage. Paint and murals decorated the extra blackboard space. Thus first graders participated in improving the physical setup of their room. It became a place where they felt they belonged because they had helped to remake it.

Showing Consideration for Feelings

Possibly the most important characteristic a teacher can possess is a deep sensitivity to the worries, plans, and hopes of the learner. Teachers do well to consider the possible effect on personality development of every remark they make and every decision they enforce, whether or not it seems to them a major one.

Contrast the insight into children revealed in the two following instances:

Now, I think when I say something to a child. I have begun to see how just a few words from a teacher may classify a child in the minds of others or even build up a prejudice against him. For example, a boy standing by a girl at the blackboard persisted in kicking her for no apparent reason other than to tease her. "Boys who kick girls are sissies," I commented, looking at Bobby, and then I was shocked at what I had done. Had I added to the ever present fear within Bobby that he might be a sissy?

Another case: There was one girl in the room somewhat larger than the other girls. She would cry at the slightest provocation and thus had been called a cry-baby. I once said to her, "You are too big to cry." What did the children think from my thoughtless remark? Did they look at Madelyn and think, "She is not only too big to cry but too big to be in this room." Maybe her over-size was one of the causes of her crying. Did she feel out of place in the room?

> This year I divided my room into three groups for instruction in reading. Group III has the greatest number of difficulties. It never seems to know where it belongs. Words were on the tip of my tongue to say that I always have to tell Group III where to go, but with the greatest will power I didn't speak to them. I realized this would bring to the children's attention the fact that Group III is the slow group and immediately segregate these children.
>
> I still say many things I shouldn't, but I have progressed so that I am doing much less damage. At least now I think before I speak.[16]
>
> At a school I visited recently Susan, aged four, who could not sing in tune, was made to sit silent during singing period. The negative learnings on her part carried over to the rest of the class, for some of the others became voluntary policemen to report when Susan did sneak into a song.[17]

Supplying Understanding and Assistance

Howard Lane, after two years as psychologist with the Detroit Police Force, remarked that he had never seen a youngster classified as a juvenile delinquent who had one real adult friend.[18] Understanding and a desire to help on the part of the teacher give a pupil security.

Initially the teacher should be informed as completely as possible of the potential as well as actual abilities and talents of every individual in the class. This information must be organized with the aim of acquiring a total picture of the child, at home and at school. Where the family and school personnel are moving in the same direction, boys and girls are helped to attain a security emanating from integrating home and school worlds.

Effective assistance is based on complete information about a person's past as it pertains to his present problems of adaption. Acquiring the information is only part of the task. It must be strategically utilized in the light of life situations met by pupils.

The problems of helping Mary, a little girl reared in the mountains of Alabama, adjust to a first grade composed largely of children of middle and upper class families in a suburban community illustrates the cooperation of teacher, nurse, and parent in the situation.[19]

Mary's background was one of extreme limitations. Her mother had married at thirteen. The education of both parents was not above fourth-grade attainment. Home life centered in the crudest of surroundings,

---

[16] Written by Anna Kendall, Gilpin School, Denver, Colorado.
[17] From the professional diary of a student in a college class.
[18] Mr. Lane is now on the staff of the School of Education, New York University.
[19] Reported by Ellenora Martenson, Shoreline Public Schools, Seattle, Washington.

with continued fighting on the part of the parents, severe cruelty on the part of the father (altho the parents were not living together at the time Mary entered school), and inadequate provision for food, shelter, and clothing.

A physical examination of Mary revealed that she was very much underweight and was extremely nervous (she cried almost continually). She had a terrifying sense of fear and the condition of her skin suggested a vitamin deficiency.

Altho Mary's general intelligence was good, a readiness test indicated she would be unable to take formal reading for about three months. A general nervous tension resulted in jerky, uncoordinated movements, affecting her writing.

Immediate contacts were established with the home. The school nurse called and helped the mother with problems of health in the home. Two early home calls were made by the teacher at which time she discovered the real cause of Mary's problem. Working with the mother aided the teacher in understanding Mary and helped the mother to see Mary's needs.

A concerted attempt was initiated to make the schoolroom a place of maximum understanding and affection for Mary. Perhaps the playhouse played the greatest part. Mary had never had a doll but many little girls brought their dolls to live in the playhouse for a time and were happy to share with Mary. Before Christmas the nurse and teacher called at the home to bring some gifts, including a very lovely doll. A jumping rope and a large rubber ball held great fascination for Mary. Gradually as Mary came to feel more secure she proved very capable of helping in the room. She was encouraged to assume responsibility and loved being rope or ball monitor. Owing to economic conditions Mary had to return to Alabama, but before she left she had achieved pre-primer accomplishment, had a sunny, happy disposition and, except for her nervous movements, had conquered her fear and loved and trusted the group. Affection on the part of the whole school family had done wonders for Mary.

Jeanne Orr describes the way in which a child who temporarily felt insecure in his home was helped to gain confidence and approval at school: [20]

> Workshop plans were being checked in the fourth grade several days after the opening of school. An attempt was made to see that each individual had recorded his plan and was making a satisfactory approach to his problem. When we came to Bobby's name we realized that he had not filed his ideas with the others in the class. After being questioned, the boy explained that he had not made

[20] University School, Ohio State University, Columbus, Ohio.

a plan. Asked what he had been doing while he was in the workshop, he replied that he had returned to the room each day to read because he did not like to work in the shop. The disgust of the group was quite obvious and the arts teacher suggested that perhaps Bobby was a bit hasty to decide that he didn't like an activity before he had tried it at all. Bobby immediately burst into tears and half stood at his seat as tho wishing to escape from the whole situation. It was immediately suggested that we work with the plans of the rest of the group and that we return to his problem later. The room teacher sat beside Bobby and talked to him quietly during the remainder of this time.

Later the two teachers discussed the situation and decided that since Bobby was new to the school he might associate the unpleasant incident with the arts teacher and for the present that he might talk more freely with his room teacher. As a result time was set aside for an informal conference.

After a short friendly conversation, Bobby explained why he did not want to work in the shop. Tears came to his eyes as he told of the new baby in his family and of the very small apartment in which they were living. Before the baby was born all of Bobby's work had been discarded and he had been told that there would be no room for anything which he might make in the future. The teacher told Bobby that he had been planning to buy a bookshelf and several ashtrays for his office but that he wondered if Bobby would be interested in making them for him. Bobby agreed eagerly and had his plan ready for the following work period.

This story was told to the other staff members with whom he

An Understanding Teacher Is a Child's Friend



Ohio State University

worked and Bobby was soon aware that his work was highly respected and appreciated. Within several days he asked if he might work in the shop before school in addition to the regular period. He seemed to be increasingly happy and secure in his work and quickly gained the confidence and respect of his class. He never again mentioned his rejection at home and after several months began to speak of the baby with the more normal pride of a big brother.

Modifying the School Organization

In some school situations the task of providing the right atmosphere for pupils with great feelings of insecurity is assigned to a single teacher whose major goal it is to assist pupils in re-establishing a sense of security that has been damaged by the community, family, and school.

Gertrude Jay Fischer describes such a class in operation in a junior high school: [21]

The Citizenship Class was organized for the purpose of helping some of our emotionally disturbed children to readjust. Referral to the class is made because of a record of truancy or misbehavior.

The class is not run on a punitive basis. Students are given every opportunity to take part in all school activities and also enjoy the privilege of performing many services for their school. The average number is never more than fifteen, every grade in the school being represented.

Our classroom is a large double shoproom. Half of it is equipped as a shop. It contains workbenches, many stools, complete sets of tools for woodwork, a large sink with hot and cold water, and a drinking fountain. For those, such as the girls, who prefer other types of shopwork, we have leather, paints, drawing materials, clay, and weaving and sewing materials. A student is permitted to make his own choice of shopwork.

The second half of the room contains the two mimeograph machines, a typewriter, an extensive bulletin board for the students' use, four library tables and chairs, three old worktables, a library corner, and all types of text and remedial books.

The students stay with the same teacher thruout the school day. The daily program, which is flexible, provides for academic work for the first two periods in the morning followed by a shop period. After lunch there is another period of academic work followed by a game or physical-education period of ping-pong, shuffleboard, basketball, ring toss, quiet games, or jig-saw puzzles. Those who do not care to participate in these or who are waiting to play make use of the typewriter, shop material, or magazines.

After an assignment to the Citizenship Class has been given, an

[21] Public School 65, New York City.

attempt is made to become familiar with the student's entire environment in order to try to discover and understand the relation of his school behavior to his entire environment. A complete case study is made of each pupil. This report contains information about his family background, his experiences in the home, school, and community. It also contains a daily anecdotal record of any information that is believed pertinent to the record. At the same time a complete check-up is made of the pupil's health status. Whenever necessary, conferences are held with the parents, school nurse, psychiatrist, or social worker. All information obtained from these conferences and the follow-up become part of the case study.

Since all classes are represented, most of the academic work is on an individual level. Remedial work is given whenever necessary. During the work periods a student is free to leave his table in order to consult with another student or the teacher. A quiet, busy atmosphere is maintained by the students as they try to complete their assignments. Individuals are encouraged to help each other. They are also permitted to grade, evaluate, and record their own progress before presenting their work to the teacher.

As soon as he has regained his sense of security a student returns to his regular group.

The attitude toward students demonstrated in this remedial class is characteristic of thousands of regular classrooms in America where better teaching is in progress.

In the George Bell Elementary School thirty boys, each failing to make an adjustment in his previous class, were brought together.[22] Taking an inventory of the boys' interests by talking with them and their parents, the instructor discovered all were chiefly interested in the world of work. They were looking forward to the time when they could become self-supporting in order to help their families.

With this interest as a starting point the teacher made a survey of the community with the boys to determine which business had job possibilities for colored boys of their age group. Thus the boys learned the types of jobs available and the requirements for each. The teacher relates the progress of the study:

In the classroom the boys divided themselves into interest groups and began to study in earnest the businesses that appealed to them. There were two major interest groups formed, a valet shop group and a restaurant group. These groups had the use of two rooms in the building. In the homeroom they set up their own valet shop, while in the domestic science room they served lunches to the school. These boys learned to sew, clean and press clothes, shine shoes, set a table, cook, serve and (this made the traditionalists take notice) they made definite improvement in the tool subjects.

[22] Reported by Stanley E. Jackson, George Bell Elementary School, Washington, D. C.

> They read what they needed to read—menus, directions for cleaning, how to get a job, how to have a successful interview. With the other tool subjects, as with reading, they used what they learned; they learned what they needed.
>
> These boys recognized the need for preparing themselves for the world of work; they utilized the experiences of the people of the community, the facilities of the school (books, movies, phonograph records, pictures, cleaning-pressing facilities, and cafeteria equipment). In order to ready themselves, they worked together in groups and individually to meet their needs, and they developed self-confidence in their own abilities to do so. During the past summer they have used their experiences in the jobs they secured.

Organizing class work around problems that are important to pupils is a vital type of assistance.

Promoting Physical Well-Being of Students

Teachers concerned about pupils' sense of security watch for evidence of poor physical condition which may be hindering the adjustment.

Angela Mensing tells how the correcting of a serious health condition remedied completely a child's lack of success in both social and academic undertakings:[23]

> Alice was definitely at odds with her group. Both boys and girls were impatient with and deprecatory of her behavior. Alice was kind in her own way and tried to win the approval of others by bringing surprises and treats to school. She did not run fast in games, however, and appeared to make no effort. In arithmetic she usually finished only about a third of the problems worked by others; in spelling, creative writing, in everything, in fact, she was poky. Her contemporaries were merciless in their disapproval.
>
> In conference with the parents, the teacher found that Alice was slow and sluggish in dressing herself, eating, responding to any demand of life, and that promises of rewards, nagging, threats, or privations did not help. It was suggested that Alice be given a physical examination by a doctor and further guidance be directed by the report given. As suspected by the teacher Alice showed high thyroid deficiency. A month later after treatment Alice was showing much improvement in her reactions to exertion, and her companions were already forgetting their former antagonisms.

Building Rapport in the Classroom

The problem of building a good pupil-teacher or pupil-pupil relationship needs to be a conscious concern of the teacher. The building of harmonious relationships cannot be expected to come about automatically in terms of the frequency of meeting on a daily schedule. It

---

[23] University School, Indiana University, Bloomington, Indiana.

must be as deliberate an aim as the promoting of competence in the "tool" skills.

In the establishing of a wholesome rapport it is essential that students feel free and be encouraged to express personal reactions either in writing or in class discussions. In assignments where individuals may be asked to summarize reading done, the formulation of reasoned student opinion and personal reactions should be stressed. Discussing controversial issues may lead to an easy freedom and exchange of viewpoint among class members with the guidance of a wise teacher.

The atmosphere of the classroom must be such that boys and girls feel they are allowed to be independent. Only in such an environment can we expect youth to feel confident in directing themselves.

In visiting one first-grade class an observer comments on the many ways in which a good existing relationship between pupils and teacher was obvious in the group's activity:[24]

> I don't think that the children felt themselves controlled. They looked to the teacher for friendly help, just as in an out-of-school situation children might look to a friendly parent. Many things were done together, both teacher and pupil contributing as was needed. However, the children did things pretty much their own way. They *expected* a pleasant relationship. They knew they could work with the teacher without having their personality stepped upon. . . . The teacher, too, was at ease. She had not been drawn into a struggle for domination between herself and the more aggressive children. . . . This security of the teacher put things on a more constructive basis. There was one less reason why children should want to dominate each other as the teacher did not have to dominate them.

A teacher of mathematics relates the special problem Tom presented:[25]

> Superior in intelligence and active, Tom nevertheless had acquired the habit of making derogatory remarks about the work and actions of two of his intimate friends who were members of his class. Remarks such as "What can you expect from such a dim-wit anyway?" and "You'd know he'd take the easy way out" were uttered every now and then during a class discussion. They were nonetheless objectionable even tho these friends were two of the fastest moving students in mathematics. The class never had questions to ask Tom when he finished explaining a problem or a concept. This was true even tho his explanation compared favorably with that of others of whom they asked questions or to whose work they added comments or criticism.
>
> How to help the class and how to help Tom became a real problem. In detaining him one day to remark on a particularly able

[24] Mrs. Russia Luca, Horace Mann-Lincoln School, New York City (observed by Edward Mitchell while a student at Teachers College, Columbia University).

[25] Gladys Willcutt, the Laboratory School, University of Chicago, Chicago, Illinois.

presentation the teacher said, "Tom, have you ever asked yourself why the members of the class do not make comments or ask questions when you have finished demonstrating a problem?"

The two discussed the matter in some detail. There were several aspects of the situation which had never before occurred to Tom. Had he ever thought about how his remarks to his friends affected the rest of the class? What assurance did he have that his friends really appreciated his caustic comments? Did they return in kind because they liked to or in order to defend themselves in a game he had started? Had the class long since discovered a relative safety in silence? Did they fear he would strike out at them if they were critical of his work? To what extent was he developing a habit which might not only affect his present personal relationships but also his future?

Tom seemed to think seriously about the whole situation and suggested he might experiment in his mathematics class and that he would try to omit the "asides" and unnecessary remarks to see if the rest of the class would respond to his participation as they did the others.

As Tom tried, his classmates, little by little, did gain confidence and relaxed noticeably. The two special friends began to work under less tension. The students began to ask Tom to add to or to reword parts of his explanations. Occasionally they even ventured constructive criticism.

Guiding Successful Group Formation

The composition of groups poses an important problem for teachers. Friendships, animosities, behavior problems, individual talents, interests, needs, and weaknesses are factors for consideration in helping groups to aid the various individuals within them.

Where abilities and backgrounds different too greatly or are not taken into account there is danger that the individual will lack the necessary feeling of belongingness. Consequently, frequent provision must be made for varied composition of smaller working units within the larger classroom so that individuals may be assured successful experiences in group participation.

Often group composition requires study and analysis by the teacher in order to determine the most successful student combinations in terms of the specific undertaking and purposes. Provision can also be made for variation in units of working personnel thru student determination of successful working relations. Where the teacher needs to guide the working relations, friendship sociograms may be used as a source of insight in attempting to understand the social needs of a specific child.

When an individual is with those friends he wants to be with, when he is with those who respond to him, he has greater security. One way of overcoming lack of security when students do not have the confidence

they need with each other is to encourage natural groupings as a foundation for successful working relations.

The sociometric test is a simple method for revealing student preferences and diagnosing personal association patterns. In such a test each individual is asked to indicate the person with whom he would like to work in a common undertaking.

Esther Boehlje, a second-grade teacher, suggests use of the following informal sociograms which ask children to answer such simple questions as: [26]

> If you were going on a trip, which two people in the room would you take with you?
>
> We are going to change our seats; which two (one or three) people would you like to sit near?

When such selections are diagramed the result is a rough sociogram indicating choices of individuals for a specified social situation.

Recent literature in the field has suggested a wide variety of ways to use the sociogram. Such technics, however, must be viewed with the aim of broadening the social development of all individuals concerned and fostering optimum working conditions rather than perpetuating segregated cliques and groups.

The self-determined small group was used in Edith Shepherd's English class when it was discovered that few individuals wanted to read

[26] University School, Indiana University, Bloomington, Indiana.

Activities Condition Group Make-Up



Berkeley Public Schools

any original writing attempts before the class.[27] The same students, when allowed to break into committee groups of their own choosing, showed keen interest in reading and discussing original compositions among a smaller selected membership. Analysis of groupings revealed the reason for success. The less gifted were working together in terms of equal ability, as were the more talented members of the class. In each working committee there was represented a sense of individual security as well as group solidarity.

The last two illustrations suggest that preferences in associates may vary in terms of the activities the class is undertaking.

The personal relationships within a group must be a constant concern of the teacher in order that all children may have the satisfaction of successful group participation and the opportunity to use their leadership talents.

Too often in classrooms one finds that prestige derived from superior socio-economic status or athletic ability is allowed to dominate the group. Instead genuine leadership ability should be recognized and developed. A class under the influence of a student dictator is hardly an improvement over a despotic teacher. Leadership must be a responsibility that attempts to elicit the creative participation of the group rather than to mold accomplishment according to the leader's preconceived aims.

Joyce Williams learned that the harmony of the group depended to a great extent upon the chairman:[28]

> During this year about fourteen of our third graders formed a "Book Club." These fourteen had become so proficient in their reading, both in oral reading and in comprehension, that it no longer seemed advisable to keep them in a supervised group.
>
> We met together and decided that each child could select stories to read to the group, that these stories should be as interesting as possible, and that we would meet daily to hear them. One of the children wanted to know how we could decide who was to read each day. Another suggested that we elect a chairman to decide this since her mother had been chairman of a grown-up club and had decided many things. The others agreed to elect a chairman for this purpose.
>
> The first election turned out to be one of those affairs where each votes for his best friend. The popular boy who had been chosen selected his readers for the following day and so we began.
>
> As time went on we learned that the harmony of the group depended a great deal on the chairman. If he were fair by giving each a chance to read, if he remembered a story that hadn't been

[27] The Laboratory School, University of Chicago, Chicago, Illinois.
[28] University School, Indiana University, Bloomington, Indiana.

finished, and if he were tactful when suggesting a story was too long, then our group had a pleasant and relaxing time. If he selected only a few of his close friends, and if he were abrupt in his suggestions, then the period became a waste of time and caused unhappy feelings. It was apparent that all enjoyed the pleasant meetings but none were content with the others. They began to realize that they could control the outcome of the meetings by careful selection of their leader.

When the last election was held, remarks such as these were made:

"Anne gives everybody a chance."
"She always remembers when I haven't finished."

These were verbal evidences of the invisible criteria which had evolved and proof that third graders were beginning to recognize the role of good leaders in promoting harmonious satisfying group experiences.

Using Praise and Criticism Discriminatingly

Building security involves a wise use of criticism. All learners make mistakes and teachers must help students to recognize that they learn by recognizing their failures and working out solutions. Classrooms must be places where mistakes may be made without fear of reprisal. Where there is dispassionate rather than authoritative correction, individuals are provided the necessary guidance and environment in which to try out new ideas, new ways of working and living together.

A constructive use of praise is equally important in the learning situation. Indiscriminate commendation may tend to crystallize achievement at a given point. By focusing praise on a contribution or an act rather than a personality, individuals may be led to develop an assurance and satisfaction which stimulates them to tackle new ventures.

When students develop an objectivity in evaluating their own efforts, those of their classmates, and the undertakings of their own group, the whole learning situation may become the subject of evaluation. Where members of the class have helped to establish criteria for performance, attempts to guide constructive criticism are made easier because there is a common basis for evaluation. There is always a greater security in knowing what is expected. A core class in the Evanston High School has a system in which the students appraise the contributions of one another: [29]

In our group a student gives some form of an oral report relating to a phase of the topic being studied. After the report comes a discussion, then follows the evaluation. This is a time when all the students have opportunity to express an opinion on the work just

[29] Reported by Leslee Bishop, the New School, Evanston High School, Evanston, Illinois.

done. The reporter may be held to certain criteria established for reports, or may just be given informal comments without reference to a specific set of values. In the presentation of a topic it is the reporter's responsibility to maintain interest and control and to present worthwhile information. Therefore, all these aspects come under scrutiny. There is no definite limit to what can be included in an evaluation, tho an effort is made to keep it as impersonal as possible. Statements may be in the form of positive suggestions or may criticize the presentation, the facts, the methods employed, the time consumed, or the mannerisms of the reporter. The following is a typical class evaluation:

GEORGE: It seems to me that your report was too long. Couldn't you have improved it by better organization, or by leaving out so many of the things we already know? You don't have to include every little detail to convince us that you did research and that you found the topic interesting.

GRACE: I disagree with George. If you hadn't included the details it would have been dry and uninteresting. It was a little long, but it held my attention—and that's something.

JANE: They said your report wasn't very well organized, but I liked the way you used cards. That's surely a lot better than having big sheets of paper with stuff all scribbled around it like some of us use sometimes.

HENRY: How many books or sources did you use? Maybe it wouldn't have been long if you could have presented the various sides of the question as you found it in different books. Then we could have had an easier time bringing out the details in a good discussion. You took out all the controversial elements and that sort of spoils the discussion period—for me at least.

JACK: I liked the fact that you had pictures to go with the report. Only next time don't just "flash" them around. Use the Balopticon or save them until the end of the report so we can all pay attention while the report is going on and not have to look at your pictures.

DOROTHY: In some ways this was your best report. At least you didn't climb all over the stand, and wiggle around like you used to do at the first of the year. I think your voice has improved a lot. It's easier to hear and listen to you. Maybe your voice used to be a monotone because you were afraid to let yourself go when you got in front of the class.

VIRGINIA: I think it was good the way you brought the topic up to date all the time. It would have been awfully boring if you had just gone droning on and on about your topic and never brought it around to where we are and how we think right now.

MARGE: I think one reason we all seemed to like your report this time is that you usually try to bluff your way thru; then we try to show you up, and that's no fun after a while. You did a lot of research this time. You kept good control of the class, too.

JIM: We're just going in circles now. We liked the report, at least most of it. He told us a lot of good and interesting things. Let's take a vote to accept it and get on with the next part of the topic.

Promoting Responsibility for Group Undertakings

All children need to be provided situations in which they will experience success in some way. Often a teacher assumes the entire responsibility of planning excursions for the class or inviting the special guest speakers. This robs the children of a valuable opportunity to feel a sense of achievement and pride in their ability to provide pleasant experiences for the class. The school program must give many opportunities for young people to develop self-confidence thru assuming responsibility.

Joyce Williams cites two examples which depict children's eagerness to assume more responsibility and the satisfaction gained from these experiences: [30]

> The third grade was discussing some of the train trips they had made individually when David said that an engineer lived next door to him. David volunteered to talk to the engineer about visiting a train station. Naturally the class was delighted. When the boy made his report the next day, he told us that the engineer had advised us to go to the roundhouse instead. Then David enumerated the things we would be able to see there as described by the engineer. After considering the possibilities of each, we took a vote to decide whether to visit the station or the roundhouse. This gave each child a chance to share in making the decision.
>
> Since we decided in favor of the roundhouse, David was appointed to make the necessary arrangements with his engineer friend. This, of course, was checked by the teacher to forestall any disappointments which would have arisen had the excursion not been feasible.
>
> The children felt that it had been planned by the class and that one of their peers had been responsible for it. Many remarks were made about "David's excursion," with a feeling of pride that he had played such an important part in making this pleasant experience possible. Needless to say, David was filled with a sense of satisfaction because his friends had acknowledged his achievement.
>
> Another time we became very interested in road building. Ricky's father was a road constructor, and this was known to the class. One of the children suggested that Ricky's father might come to school to talk with us. Ricky immediately became enthusiastic. "I can make the arrangements," he said proudly. And we were glad to let him do so.
>
> When Mr. Brown appeared, Ricky introduced him to the group. His pride in his father and in his own ability to produce him to

[30] University School, Indiana University, Bloomington, Indiana.

talk to his friends was evident in every line of his visage. Ricky grew in stature in the eyes of the children, and he felt a new sense of security and satisfaction. This alone made the visit worthwhile.

Promoting a Wise Use of Freedom

The matter of freedom of activity versus regulation of activity is tied up with the question of security as well as with ability to take responsibility. Where the teacher transfers authority and where responsibility for management is entrusted to members of the group there is sometimes resulting insecurity in terms of how to use this new freedom. In any relaxation of teacher control the amount of freedom given must be in line with the levels of experience and maturation of the group so that young people are given the opportunity to exercise judgment in those areas in which they feel adequate.

Where students participate in the management of classroom or all-school matters, the zones of activity of the students as well as those of faculty and administration must be clearly defined. Teacher-pupil discussion of the legitimate operations of each is important to reach complete understanding. Extreme care must be taken to avoid overlapping authority and divided decisions.

Student councils offer splendid opportunities for students to deal in problems of management and control of school affairs. At the James Callanan Junior High School specifically defined responsibilities which are delegated by students and faculty to the legislative and executive branches of its council are listed: [31]

1. Control and supervision of all corridors
1. Control and supervision of the four lunch periods in the cafeteria
3. Control and supervision of the school grounds
4. Control and direction of after school games, both boys and girls
5. Conduct on buses and streetcars to and from school
6. Control and supervision of all noon hour activities, movies, game rooms, games on school grounds, etc.
7. Direction of school publication

Each of these areas is handled by a student committee with an appointive chairman and faculty sponsor.

In such a situation pupils and teachers are working jointly organizing the project and setting the goals. Each understands and feels secure in his sphere of operation and responds to the stability provided thru

[31] Reported by Delmer H. Battrick, principal, James Callanan Junior High School, Des Moines, Iowa.

consistent methods of organization and to the satisfaction that comes from continuity in educational experiences.

Preparing Youth for a Changing Society

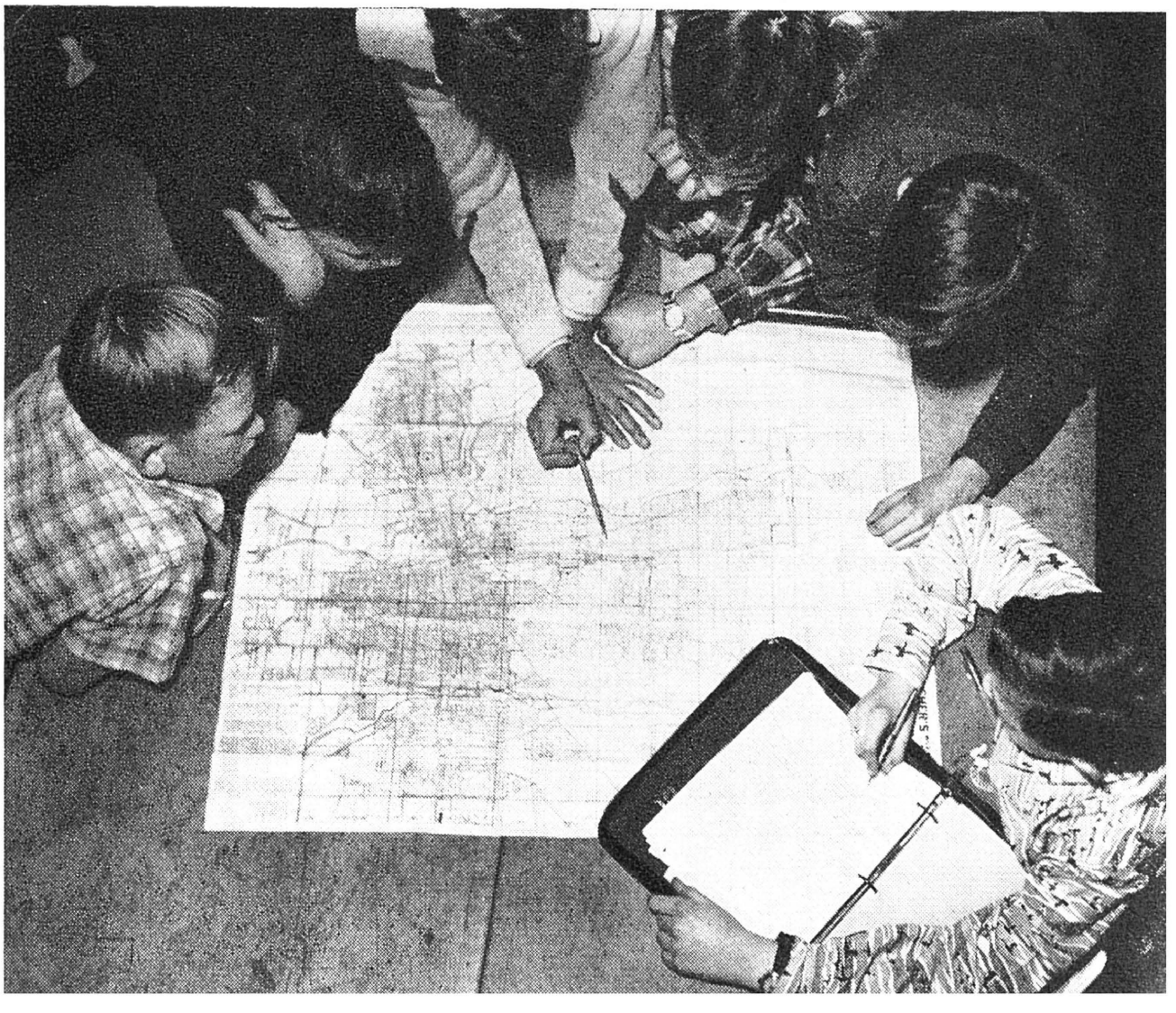
Building security in terms of its broadest implications involves gearing and equipping youth to face social change. Young people cannot afford to be handicapped by a complacency which gives familiar practices a blind support. They must be helped with the process of breaking with the known and of creating the new. Security comes if the learner is equipped with the technics for intelligent creation.

Equipping Youth for Problem-Solving

Certainly in a democracy the learning process and problem-solving are interrelated. Thru experience in reflective thinking, experimentation, and making of judgments, students may be given a security in the use of procedure for solving problems of fact and of value. Thus they achieve confidence in the process of exploring new concepts and testing new ideas.

Problem-solving can be taught only in an environment which fosters problem attack. To this end classroom activities must be identified with reality. Students must be encouraged to recognize and confront problems directly, to recall past experiences and past ways of behaving, to investigate, compare, evaluate, and finally to make judgments and

Skill in Problem-Solving Is Important



Ohio State University

act on the basis of such investigation. Further, the environment must be one in which students are encouraged to question, to have the independence and confidence to express a minority viewpoint.

Emphasizing Problem-Solving Technics

Out of a vast matrix of impinging conflicts teachers must help pupils to solve significant life problems. Students must be helped not only to recognize, define, and confront a problem but further to project alternate ways of meeting the problem, to make a choice among alternatives, and finally to act in an attempt to solve the problem.

Exercise of the method of intelligence in the solution of the problems of daily living can give tremendous aid in remedying the confusion caused by constant change and can help students achieve a degree of consistency and stability in life. In implementing this method schools must emphasize the fact that learning is a process of investigation and that the classroom is a place where new ideas may be tried out and tested, where mistakes are not reprimanded but are interpreted as a basic aspect of the learning process.

In addition teachers must utilize study technics which emphasize achieving competence in skills, in defining of problems, in seeking reliable information, in frank discussion of controversial issues, in the art of distinguishing between fact and fiction, in the habit of exploring new concepts and reaching reasoned conclusions based on careful study of available data. *By such procedures it is possible to foster the security and satisfaction derived from competence in methods of attacking new problems.* By such means a curriculum can develop citizens able to make confident decisions based on values they hold.

Many and varied are the problems which may be tackled if youth is to be equipped for creative adjustment in a swiftly changing world. Frequently problems may present themselves thru the media of textbooks, newspapers, the radio, or motion pictures. Possibly the most difficult problems to approach and yet the most significant and meaningful for students are those of immediate and personal concern in human relationships where attitudes and judgments play such a vital role.

The whole field of tension areas in today's society, and specifically the role of minority groups, illustrates an area wherein students may confront some very real problems in human relations. What inroads can be made on feelings of hostility and prejudice which exist on home ground, within our own classrooms? How can students be helped to resolve personal problems in their human relations? In such cases where the nature of the problems confronted is of such intimate and personal concern as to create insecurity in face-to-face discussions, it may be wise to introduce the problem by an indirect method.

Literary experience is one way of adding to a student's unique background and of providing additional analysis of other people's reactions to experiences. Literature broadens and makes alive for the student the myriad ways in which human beings meet the infinite possibilities that life offers, usually with a scheme of values and a sense of social and philosophic order.

In an attempt to help the students of a class split by Jewish and Gentile tension define and solve their problem, an approach was used thru literature.[32] The problem of people in a story could be shared vicariously by the group; yet it would not be close enough to present a threat.

After a search for introductory materials with emotional overtones, Albert Halper's short story *Prelude* was finally selected. Restrained and with a wealth of local color it contained great strength in its simple presentation of the persecution leveled at one Chicago family. So this class began its study with the reading of the story *Prelude.*

Following intently this tale of the Silversteins who operated a small newsstand, their only desire being a chance to earn an honest living, the class was most deeply shocked at the scene where individuals indicated their indifference to the family's plight. At the end of the story, when the family's newsstand has been overturned and wrecked by teenage vandals, when a crowd of curious bystanders is lined a quarter of a block to eye the disaster, and when the police are asking for witnesses, the class was appalled that not a single person was willing to give his name.

One very real advantage to using this story was the fact that it established the whole tone of the unit on a problem-solving basis. The story ended on a tragic note. The situation was no nearer solution at the end of the tale than at the beginning. Interpreted in terms of the students' own personal relations the whole problem took on meaning and pressed for clarification and solution.

"How might you as a spectator have acted under similar circumstances?" This was a natural question to evoke discussion. "Why do we have prejudices?" was another. Considerable time was devoted to discussing the fact that our feelings are conditioned by the experiences we have had. Responses from the group gave evidence of serious thinking and a desire to grapple with the problems confronted.

In estimating student needs at this point it seemed the opportune moment to have the group explore and describe in writing personal experiences which might account for attitudes held regarding minority groups. Papers were to be ungraded and considered confidential.

It is significant to note that all of the students made a definite effort

---

[32] Helen Flynn, while at the Laboratory School, University of Chicago, Chicago, Illinois.

to trace their attitudes to specific experiences. Also there was a good deal of evidence to indicate that many of the prejudice patterns were due to feelings of personal inadequacy rather than to any characteristics of a racial group.

The results of the papers speak for themselves. Lois seeks to analyze the roots of her prejudice:

> The foremost cause for my prejudice, I believe, is my friends. It's a fear of what they should say if I should so much as look at the inside of a Negro's house. They may not say anything; they may say that it is nice, but my subconscious mind knows not what they might say. It only fears the worst.

It is significant to note the critical thinking being done by Ben who, after relating an unfortunate encounter with two Negro boys, makes an astute observation regarding a distinction to be made between fear and prejudice:

> I think that because of this incident I have a fear of the Negroes that is very unhealthy and probably overemphasized. I don't think I have any real prejudice.

Jerry related perhaps the oddest experience of all. Again there was evidence of critical thinking distinguishing fear from prejudice.

> I was six years old when I encountered my first terrifying incident in which the Negro was involved. This fear was of God. He was my *shadow,* for my Negro nursemaid had told me that this was God, ever following me, ever watching me. I soon began to regard darkness as Him in the form of a black cloud, there only to punish me.

That the literary approach was successful in ultimately evoking recognition of real problems existing in one's own class was indicated in the paper of Ruth:

> It happened when we were in the sixth grade. Some of my friends and I were playing hide-and-seek in the locker room, altho we weren't supposed to play there. Another group of girls was there, and we were all having fun when Mary, the locker room attendant, came in. We all hid. In the rush someone broke a mirror, and we were all caught. Mary asked us first if we broke it and we said, "No," as we had been on the other side of the room. One of the girls from the other crowd said, "You dirty Jews!" This was the first time anyone had ever said anything like that to me, but I knew enough not to say anything and we all walked away.

It is significant that four months after the study in an examination question evaluating the work of the year Joan revealed in one short paragraph actual changes in behavior that had taken place and hostilities and fears that had been mitigated and diminished thru our study:

> The most important thing I obtained from the unit on minorities was the ability to discuss the Jewish question with some of my

> Jewish friends. I had developed a complex about the word "Jew." I would never mention the word unless I was sure there were no Jews in the group. There was always sort of a tension. The *very* frank discussions we had in class helped me to realize my complex was the "bunk."

Such statements give real evidence of increased security in relations with teacher and group. In Joan's comment we may have a solution of a problem and a recognition of values in terms of complete learning outcome. Such students are at least on their way to working out their problem in a manner leading to wholesome development in the social-personal relations of their immediate environment. Direct experience in problem-solving can be equally effective, if not more so, in giving the security that comes from a sense of adequacy.

Recognizing Fundamentals for Security

Promoting efficiency in the use of the tool skills, encouraging the development of satisfying social participation, establishing an environment for harmonious living and learning, and educating and equipping youth to face a changing society—these are fundamental to any concept of security with which today's schools must reckon. The tensions, frustrations, complexities, the hopes, plans, and aspirations of today's youth cannot be worked out or completely expressed and realized until our classrooms become places where we establish a working competence and a creative adjustment to meet the demands of modern living.

CHAPTER THREE

Promoting Cooperative Learning

BETTER TEACHING makes much use of cooperative learning as an efficient kind of learning—efficient in terms of general method and efficient in terms of developing social skills needed by members of a democratic community where cooperation is an essential condition. Cooperation is the combined action of individuals or groups toward the achievement of a common purpose. In a classroom, the individuals include pupils and teachers and any other person who might come to assist them. The common purpose is to further the learning process. Better teaching tries to extend unity of purpose beyond the classroom—to parents, principal, nurse, librarian, custodian, and anyone else who touches the lives of pupils in connection with their school experiences.

In a cooperative situation, there is no room for competition and rivalry. Instead, there is mutual respect, confidence, and an understanding of where the individual and the group are going—cooperation *in* learning. There are many ways in which teachers—elementary, secondary, college—promote cooperative learning.

Cooperative learning means cooperative goal setting, cooperative planning of experiences, and cooperative evaluation of progress toward goals. The teacher carefully thinks about the skills, attitudes, appreciations, and undertakings that he feels are important objectives in a democratic way of life. Before he meets his group for the first time, he studies all sources of information and help available to him. He thinks of many kinds of activities that will aid in developing objectives and satisfying needs. But he does not come to the classroom with his goals crystallized; his goals for the group must not be *frozen* before he discovers what goals the pupils have for themselves. Indeed, goals should be changing constantly as individuals and groups change and grow.

Since teacher and pupils must cooperate in establishing their goals, the teacher cannot come to the classroom with an armful of subjectmatter that must be learned by all pupils, do or die. It is doubtful if a visitor to a classroom where cooperative learning takes place could find a teacher's assignment for tomorrow neatly arranged in the corner of the

blackboard, to be copied by the pupils and prepared for the next day. More likely the visitor would find evidence of problems being worked on by the group, an outgrowth of their living together.

A teacher who knows how to plan effectively with pupils leaves no room for constant, aimless floundering around. Planning together the experiences of a class means setting up a working pattern together, one that is accepted by the group. The experiences that pupils need to have, individually and in common, in order to grow and develop, determine what is to be done day by day and week by week.

In this chapter are gathered together numerous examples of teachers and pupils engaged in cooperative learning. The examples are grouped in such a way as to illustrate eight basic concepts of cooperative learning:

- **Cooperative learning begins with establishing rapport.**
- **Cooperative learning gives pupils experience in setting up goals together.**
- **Cooperative learning provides an opportunity for pupils to plan and develop experiences to achieve their objectives.**
- **Cooperative learning encourages all concerned to make group decisions and assume responsibility for those decisions.**
- **Cooperative learning provides for a division of responsibility among individuals and small groups.**
- **Cooperative learning gives pupils an opportunity to gather and distribute materials.**
- **Cooperative learning extends beyond the classroom.**
- **Cooperative learning provides for group evaluation of progress toward goals.**

Establishing Rapport

The teacher must begin early to set the stage for cooperative learning in the classroom. The kind of equipment provided will, of course, influence ways of working; but movable tables, classroom libraries, and audio-visual aids to learning are no substitute for a spirit that must prevail in the group if cooperative learning is to be possible.

The teacher's beginning purposes are twofold — to make himself a trusted and helpful member of the group and to establish the framework thru which pupils may learn to trust and work with one another. First days are so important in building this mutual understanding that the teacher must plan carefully ways by which he can early establish a common meeting ground with the group. There is, of course, no one technic that does the job for every teacher, but teachers have found ways that have worked in their situations: studying individuals' records prior to meeting the group for the first time so that names may be called without hesitation, connecting names of younger brothers and

sisters with those of older members of a family whom a teacher may have taught, listing the expressed interests of pupils (discovered thru school records) so that they may be referred to as names are called. A teacher should, on the first day, show individuals that he knows and cares about them.

During these early days, teachers may also plan with pupils ways they can get to know quickly the names, interests, and purposes of one another. As pupils reveal their own concerns, the teacher becomes a part of the group by sharing with the class some of those things that are, have been, and will be important to him.

The very words that a teacher uses in beginning work with a group need to be carefully chosen if cooperative learnings are to be furthered. The teacher who says, "Can *we* plan together?" rather than, "This is *my* plan for *you*," and "What seems the *best* way for *us* to proceed?" rather than "*I want you* to work this way" makes himself a responsible member of the group rather than a giver of directions.

A teacher's actions are as important as his words in establishing a classroom atmosphere conducive to cooperative learning. Dorothea Krivicich, in a professional diary kept while she was substituting in a school in a large city, tells how she went about establishing rapport with a group of fifty children between the ages of four and five, who had been attending kindergarten since September without a regular teacher.[1]

Every day a different sixth-grade girl had been assigned to them. The children had regressed to three-year-old behavior—they were spitting at each other, pushing, biting, screaming. They did not know one another's names. There had been a few serious accidents and all breakable toys had been broken. The only remaining equipment consisted of two rubber balls and many hundreds of tiny wooden beads for stringing.

On October 3, Miss Krivicich came to take over this group. Soon she had an opportunity to begin her work. Walter was building with large blocks. John ran across the corner and deliberately kicked over Walter's building.

Walter responded quickly, "Hey, Boy, what are you doing? Hey!"

John continued kicking the fallen blocks. Walter got up and went for him with fists doubled. The teacher took John to the other cupboard of blocks and asked him to help her pile the small ones in place. John was not yet ready to play *with* Walter, she decided. Establishing child-to-teacher relationship with John this first day would help him more than any discussion of cooperation with Walter or scolding him for his unsocial behavior.

---

[1] Miss Krivicich is now a critic teacher in the first grade of the Percy I. Bugbee School for Children, State Teachers College, Oneonta, New York.

The teacher did not keep John piling blocks with her for long because she had to circulate often to help others in difficulty. She realized that she could not at this time trust many to settle their own difficulties since might had made right for a whole month. She took John with her to the doll corner to visit Polly who was playing alone.

At first Polly was shy, but she did give the teacher a cup of coffee when she learned how thirsty the teacher was and how she wished there was enough coffee left in the pot for her.

"Hey, Girl, me too! I want coffee too," said John.

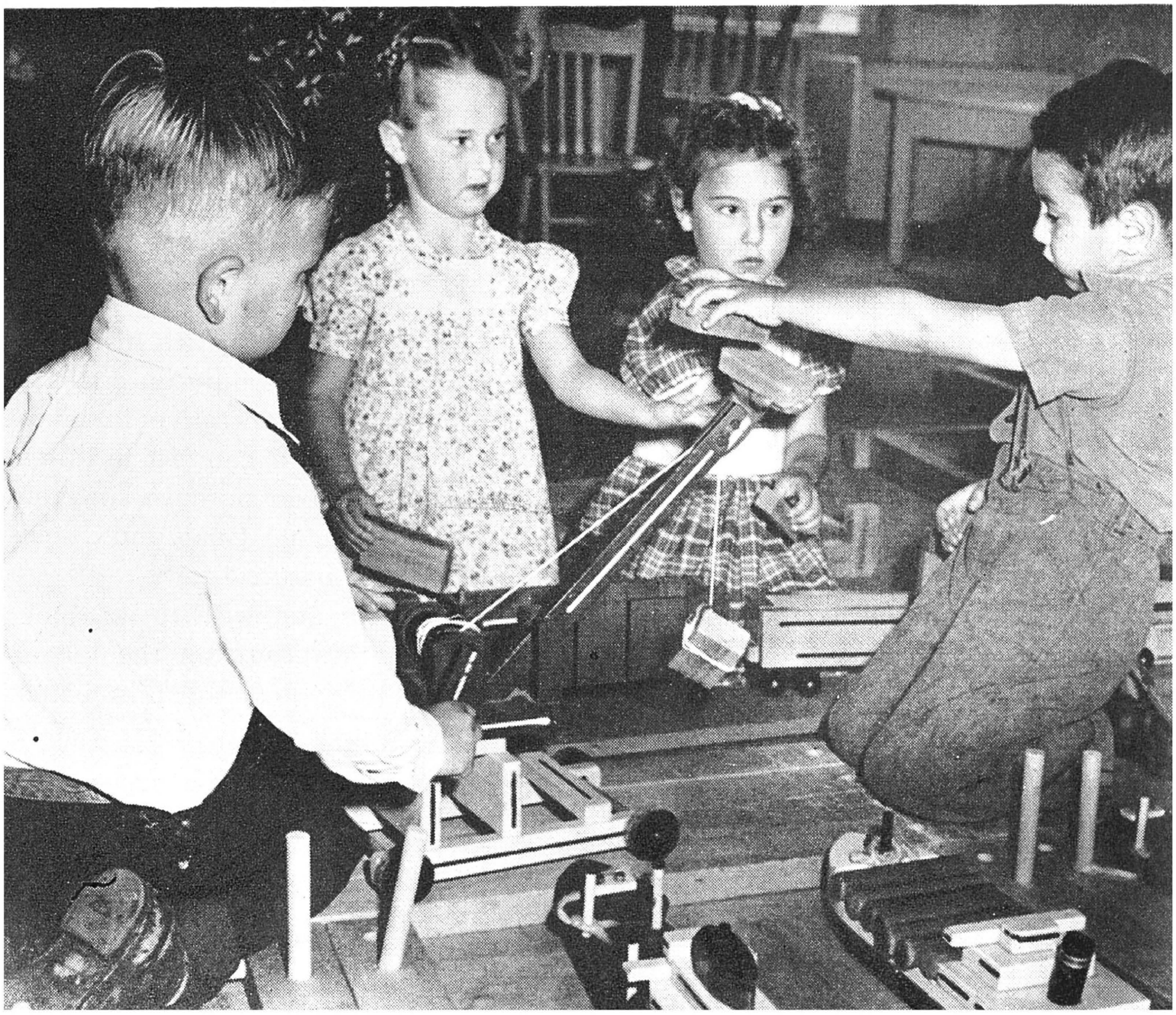
It was the teacher's turn to speak. "Polly, may John have a cup?"

Polly smiled but here extreme shyness prevented her from answering. She poured out a cupful for John and handed it to him, then the sugar bowl and cream pitcher. That was her answer.

This day the teacher had brought to school a suitcase full of toys—dishes, two airplanes, and other articles. She knew she must have something in good condition to start with as she worked toward respect for property. The toys were sturdy and attractive. The teacher designated

An Environment for Cooperative Living Can Be Created

Long Beach Public Schools



to individual children where they would keep the toys after playing with them.

Two entries in Miss Krivicich's diary show further steps she took within the next few days:

> October 5—I called the children together for a talk today. (We talk, not really discuss, in the kindergarten.) First I told them that I was going home for the week end and that I had a plan. In my attic are many things we could have fun with — a doll bed big enough to get into, a stove with an oven that opens, a little sink with two faucets you can really get water out of because it has a water-tank on the back, and lots of other things—almost a car full.
>
> I asked them if they would be careful with my toys because I would like to bring them to this school when I drive down from the country Sunday. Such enthusiasm! Such sincere expressions of infinite care for the stove and the sink with the faucets! Such flashing of dark eyes and nodding of heads as they planned with me where would be a good place for the big bed and the doll's high chair, and where to keep the little broom and dustpan. Joy!
>
> October 8—I waited to unload the toys when the children arrived. They helped carry them up the two flights of stairs. I think the toys measured up to their week end of expectations because the children were thrilled.
>
> I think we have established a good friendly relationship between teacher and pupil. For example: when we were carrying in the toys, the cover of a box I was carrying slipped and out dropped aluminum muffin pans, jello molds, and a toy percolator. Polly Ruth looked at the aluminum things, laughed up at me and said, "Well! Clumsy!" I laughed and we both stopped and picked up the toys.

Thru his words and thru his actions, the teacher creates the environment for cooperative learning in his classroom.

Guiding Pupils in Goal-Setting

The teacher who, during early weeks, is able to build with his group a setting which leads pupils to uncover their needs and concerns has taken the first step in preparing the stage for cooperative learning. Before young people can set goals they must feel a concern for their needs, needs which they have recognized themselves or have sincerely accepted from another as being important to them. Goals must stem from needs, which may be personal or social in nature.

Once individuals have discovered their needs and wish to do something about them a teacher can work with the group on the job of setting goals. Tho a teacher may be able to express them in better words than those of his pupils, goals are the property only of the teacher until the pupil expresses them in words that have meaning to him. Small children may plan where they are going and what they need to do with-

out verbalizing the fact that they are setting goals; a high school teacher on the other hand may attack directly with his pupils the problem of defining goals.

Arriving at Meaningful Purposes

A high school teacher of English outlines the procedure she used in getting pupils to express their own goals: [2]

> At the end of a period of personal exploration and of inventories and tests, I collected each pupil's material in a folder and made arrangements to have a conference with him. Since daily schedules had shown that the majority of the class had no out-of-school free time, conferences had to be held during regular class time. While a student-teacher librarian conducted free-reading periods in the library, I called individuals from the larger group and talked with them in the classroom.
>
> During the conference time, I went over the material in the individual's folder—omitting his intelligence tests— and discussed with him: early anecdotal records I had made concerning him; interests indicated thru personality inventories; test scores in reading, mechanics and effectiveness of expression; study-habit inventories; daily schedules, which indicated the time the individual had for studying.
>
> At the end of the conference period, I asked each individual to

[2] Elizabeth Rose, formerly teacher of general English, Tuscaloosa High School, Tuscaloosa, Alabama.

Learners Concentrate on Personal and Group Goals

Washington State Department of Public Instruction



answer this question in writing: "If I could use my English class for working on those things that are most important to me, what would be my goals?"

The goals that individuals wrote in answer to my question were simply expressed. These excerpts are taken from their writing:

"Learn to explain myself better in talking."

"Learn to be responsible about things."

"Be successful in my future vocation and get the necessary equipment for starting my career."

"Improve my personality."

"Be a faster reader."

"Have more friends; meet people more easily and learn to get along with them."

"Be a good conversationalist."

"Know more about what is going on in the world."

These simply stated purposes made by individual pupils had meaning to the pupil who made them. The same goals might have been better stated by the teacher; but in that case, they would not have been as important to the pupil.

Adapting Individual Needs to Group Goals

As individual needs are listed, group needs become evident, and patterns of small-group needs and of whole-group needs become revealed. Class groups that work harmoniously are guided by the teacher to respect individual goals as well as small-group and whole-group goals. The teacher knows that every individual in a group of thirty-five young people is likely to have some needs and concerns that differ from those of his fellows. In cooperative learning the group adopts common purposes, but pupil differences are also respected and provision is made for each individual to pursue his special and particular aims. It becomes the business of the total group to help the individual realize his personal goals, and it becomes the business of the individual to help the class attain its common purposes.

Nelle Morris, an elementary teacher, illustrates the difficulty groups often encounter in learning to work together to attain a group purpose: [3]

> A group of eight-year-olds, studying about the city, suggested a mural as one means of showing what they were learning. To the classroom teacher and the art teacher this seemed like a desirable project for these children. There were quite a few in the group who were very individualistic and quite critical of others. Often the criticism was personal rather than constructive and about the work. The teachers felt if they could get the children to pull together in making the mural, the experience might help them.

[3] University School, Ohio State University.

A committee was chosen to measure the space on the wall and then to measure paper to fit this space and to fasten it up. In the initial planning there was quite a discussion of what they thought appropriate to put in the mural. Some thought just the city should be shown, others wanted the country at one end, for as Carole said, "The farmer surely helps the city and isn't our study, 'Who Helps the City?' " The final decision was to show both.

As the planning went on many children seemed to be thinking in terms of just what each one wanted to draw, not what would make a good mural. One child kept mentioning a tractor and cried when he was not certain he would be the one to draw it. He said, "I lived on a farm all last year and I have driven a tractor and know how they look."

The teacher finally said to the children, "Maybe we should give each one a piece of paper, then he may draw whatever he wishes, color it just as he pleases, and take it home or do anything he wishes with it, but we won't have a mural for the room."

This seemed to help the children to see more clearly that a mural is a group undertaking. They decided to work together and thought of some things that should be in the city and some that should be in the country. These were listed since the whole group could not work at once. The art teacher suggested that a committee help plan the first day, thinking which space would be good for the suggested things and just roughly sketch them in. The next day the group could discuss it again and make suggestions. This met with approval and the committee worked with great enthusiasm, sketching in with white chalk.

The next day the group suggested many more things and also some changes which were thought necessary. Each day's progress was evaluated. The children were encouraged to give a reason why something should be changed and suggest how it could be made better. Much improvement was noticed, but for some it was quite difficult not to think in terms of "mine." For some time such comments came forth, "Don made that water tower awful crooked" or "That isn't the way it should look; I have seen it and it's always this way." The teachers and some children often pointed out that they had seen different things both ways. Betty one day said, "If they don't like my drawing, I'll just erase theirs."

When the children decided the mural was ready to color, a consensus was easily reached. They said colored chalk would not do for the observers sat back there and "the ladies would get it on their hats." Since there was so much detail they felt paints would be too difficult, so the final decision was crayons. Together some standards were set up:

To make the crayons go one way

To go slowly and stay within the lines of a drawing

To think of a good color

> As time went on the children working on the mural changed plans so much from day to day that the majority of them never thought about who made the original drawing of a certain object or who colored it. This was what the teachers working with them had hoped would happen. Of course for some of these children many similar experiences will be required before they develop a real group consciousness.

Miss Morris' account shows that a group may have to reaffirm its purpose as work toward a goal progresses.

Providing Opportunity To Plan and Develop Experiences

Once individual, small-group, and whole-group aims are clear to members of a classroom, the teacher is ready to begin the job of helping the class organize in ways to attain goals. Organizing for work is not always easy. Teachers, fearing that chaos may break loose if they do not set rigid patterns and hold the reins tightly, sometimes fail to give pupils the very experiences they most need—the opportunity to plan cooperatively to meet their aims, to work thru a scheme together.

Some groups may find it desirable to organize as clubs, with officers and committees; others may prefer a less formal organization. Some classes appoint steering committees to work with teachers on time-consuming planning jobs. Others welcome a difficult job as being an opportunity for the whole group to learn to pull thru together. Whichever way teacher and pupils decide to work the careful teacher helps the class make provisions of time for individual, small-group, and whole-group pursuit of goals. Budgeting of time is a valuable learning experience for a classroom group.

Experimenting with Group Organizations

Joseph Rosenfeld, teacher of physics, tells some of his experiences in helping a group organize for work: [4]

> One day I had a talk with a pupil, John, and suggested the advisability of dividing the class into groups, the members in each group to work together. He liked the idea because he had a cousin who went to a high school in New York where they did that and it worked very well. A few days later he invited six other boys to meet with me to talk things over. It was then decided to divide the class into five groups on a purely voluntary basis.
>
> After several days, I found that altho there were twenty-five boys in the class only four groups of five each were formed. Of the five boys still unorganized four were the weakest members in the class. The fifth, Frank, was a post-graduate student. He had already taken beginning physics three times and had failed each time. He was a non-conformist. Now, after graduation, he was taking both

[4] Clifton High School, Clifton, New Jersey.

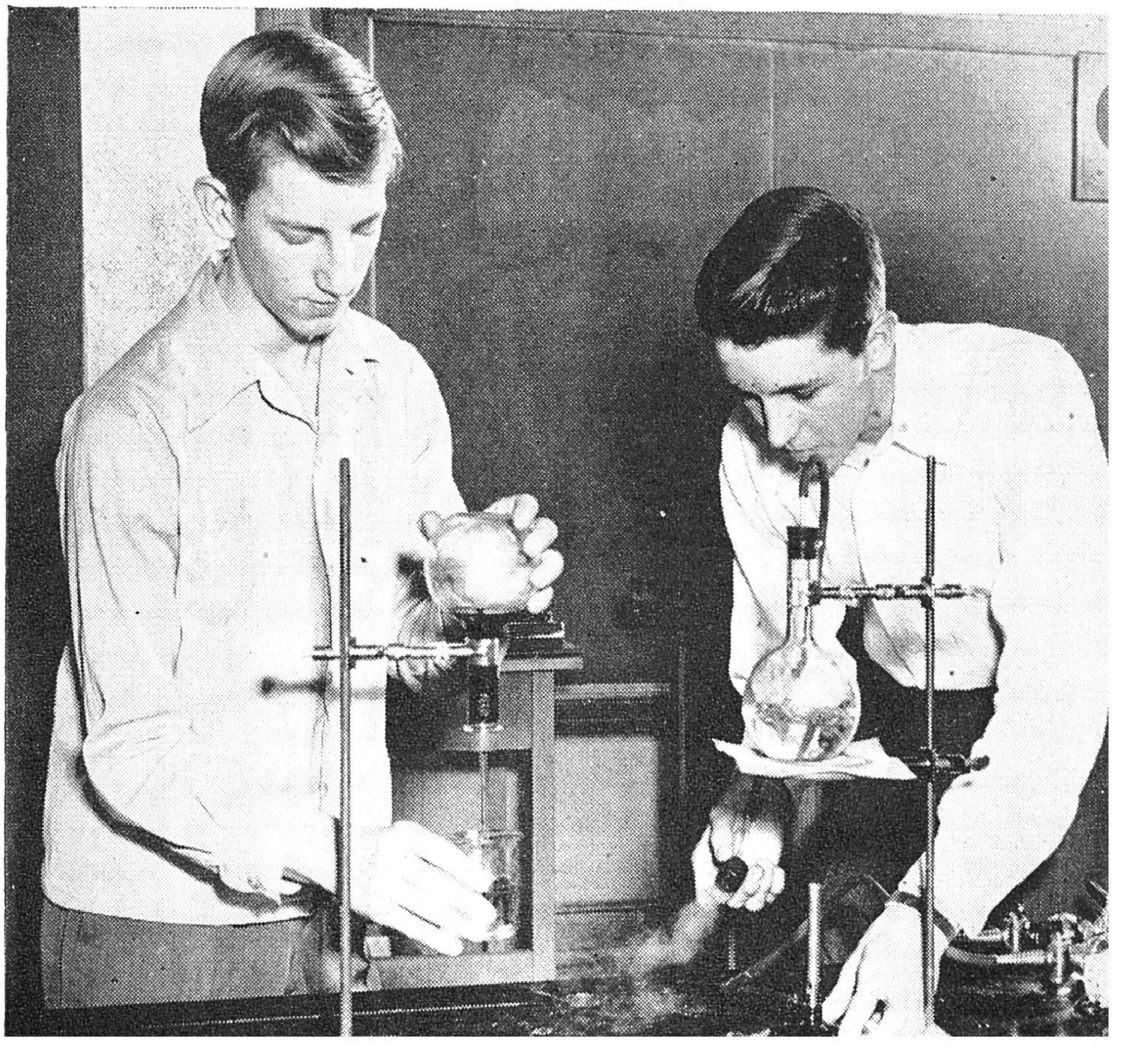
terms of physics as well as mathematics for college entrance. Frank offered to work with the other four non-members. He actually took them under his wing and they were content with the arrangement.

Regular classes were held in the physics laboratory. This was ideal for group work as the room was equipped with six rectangular tables about which boys could work. Drill in problem work was done cooperatively in the groups with the abler pupils helping the weaker members. The latter seemed to acquire renewed interest because they were receiving help as they needed it and felt that they were making progress. Previously they had gained very little from listening to explanations at the blackboard. I asked one boy privately his opinion of the new arrangement and he replied that he did his work every day now because of loyalty to the group. Frank did a good job with his group. All four boys improved. One of them made exceptional progress and became a worthwhile contributor to the class work. As a result of these small groups I believe that more learning was taking place than before.

At this time we were approaching the topic of machines. This, plus the chapters on heat, would complete the term's work. I called in the group leaders and proposed that each group survey this material and select for further study any topics that they desired. I pointed out that we never had completed all the work so that they did not have to worry on that score. The boys were skeptical. They did not trust me. They wondered how I would test them and I replied that testing was my problem.

When the time came and the groups were polled, four groups had

Science Classes Allow for Group Organization



Ohio State University

decided to follow the book and the fifth had decided to skip this chapter and begin the study of heat.

As the new work began, I noticed several things:

> The groups began to pull away from one another so that I was unable to give each the attention it required.
>
> Some groups demanded more than their share of my time, so that others were neglected.
>
> One boy left his group and struck out for himself. He was interested in everything around him and tested and experimented with everything he could lay his hands on.
>
> Several boys sensing a release of control, simply held back and did nothing.
>
> The group on heat set out to make a thermometer. They worked intelligently, solving several technical problems involved.

After two weeks, I noticed that the semester was rapidly drawing to an end and that final examinations were approaching, so I brought them back to unified study. I was rather disappointed because I had hoped that freed from my domination their own interests would come to the fore, and they would bring up problems arising from their needs or interests and that I could let them work solving these problems.

> But on second thought I realized that I had no reason to expect miracles. Why should they catch on fire? They had been following textbooks for ten years. They had been given very few opportunities to plan for themselves. Therefore when left to themselves they followed the old familiar paths. Except for the one boy mentioned before, they seemed to be afraid to strike out for themselves. Perhaps they figured that everything worthwhile was in the text.

Not discouraged by the experiences of the first semester, Mr. Rosenfeld decided to go even further toward cooperative learning during the second term with his physics group. He dispensed with the printed laboratory manual and instead presented certain problems to be investigated by students working in small groups. The teacher gives his reasons for this change in procedure:

> Laboratory manuals usually have detailed instructions for each experiment. By carefully worked out procedures they lead the pupil step by step. All the thinking is done by the author and the pupil follows this direction and that, takes a reading, and fills in a blank space with a number or word. Any thinking on the part of the pupil is supposed to be done either in answering certain objective type questions or in making several statements in a space labeled *Deductions*.
>
> Our purpose this semester was to see if pupils could learn more if we discarded the laboratory manual. Altho a group did the work,

one report was submitted for each experiment. In this the pupils took turns. There were several reasons for this: first, it reduced the number of papers to be read; and, second, it eliminated the copying that occurred when everybody handed in a report. This way each pupil was responsible for a report in turn. He did the best he could and received help from the others who shared in the responsibility.

The class work itself was put on a more informal basis. We were less inclined to follow the text and more inclined to follow other lines pertaining to the work. For instance, in one class somebody wanted to know what would happen if air got into an electric light bulb. We took a lamp, separated the glass from the base, turned on the current and saw the result. At another time a pupil reported that he had completed a piece of equipment he was making and altho we were now in the unit of sound, we took out time for a report and demonstration.

Mr. Rosenfeld took an additional step in improving the working organization in this class by inviting student evaluations: Here is an evaluation submitted by a pupil who confined his remarks to the group work in the laboratory:

I feel that much was gained by following the method we used in laboratory for the past two months. By working in groups we were able to cover experiments we would never have covered if we had worked separately. We learned to work together and we learned how to shift for ourselves. Everyone had a chance to take part in each experiment and each one had more understanding of what was going on. By working in a group I thought the experiments were much more interesting. I feel that what I have done with my group will be of much value to me in later life because it taught me how to work together with people. The only shortcoming of this method was that a few people relied on others to do the work, but otherwise I would say the method was very good.

Since one of the original purposes of the experiment was to develop a cooperative spirit among the pupils, some measure of success seems to have been achieved.

Making Plans for Individual and Group Tasks

Stenographic notes from one high school English class contain suggestions made by pupils as to how to organize for the attainment of goals: [5]

MARTHA: Why not let the class work together on the goals everybody has mentioned? Then divide the class up according to goals a few have said. Then let certain ones work on goals they alone have set.

[5] Elizabeth Rose, Tuscaloosa High School, Tuscaloosa, Alabama.

TEACHER: What would be the advantages of the plan, Martha? It would be easier for everybody to work together on the same goals.

MARTHA: Well, if we did that, we would waste each other's time. Some would be working on things they already know.

RUTH: I don't think the plan would work. Everybody will get all mixed up.

ROY: It will work if we plan careful enough.

TEACHER: How would we plan it, Roy, so that we won't get "all mixed up," as Ruth said?

ROY: Well, we could have one day in the week when everybody will be working on goals in speaking—since that was a goal everybody had.

MIRIAM: We could organize like a club and have a chairman and let everybody talk—say, on books or movies or radio programs.

MARTHA: That will give us a chance to improve in listening, too.

ROY: Then on some days we could divide into small groups and work at different tables. We could have one or two days a week for people to work on separate goals.

TEACHER: I believe the plan may work. But does anyone else have a better plan? (silence) . . . . Then suppose we begin with the plan Martha has suggested, and Roy and Miriam have supported. If we find that it isn't working, we can try another way. Does everyone understand the plan? (It is summarized.)

The details for whole-group, small-group, and individual work were planned by a committee appointed by the class to work with the teacher. A week's schedule was suggested and submitted to the class for approval. The schedule included two days a week for the class to work as a whole on common goals (one of these two days the class would meet as a club); one day a week for free-reading; one day for small groups to work on special goals; one day for individuals to pursue particular aims. If an individual did not have an aim common to a small group, it was suggested that he might work on particular aims two days a week.

In order that the whole group, small groups, and individuals might have clearer directions in their work, the students made detailed plans in writing for every separate study. Each plan included: What I (or we) expect to gain from my (or our) study; how I (or we) plan to go about gaining my (or our) purposes; ways I (or we) will use to measure my (or our) progress toward my (or our) goals. In the beginning, slow-learners needed much help in making their plans, but as they had further experience in planning, they grew in ability to plan more carefully.

The teacher comments on one thing he learned in going thru this experience with his pupils during the year, "It was found necessary to have individuals make short-term as well as long-term plans. Less gifted pupils in particular had to have frequent stopping places along the way."

Planning Use of Special Resources

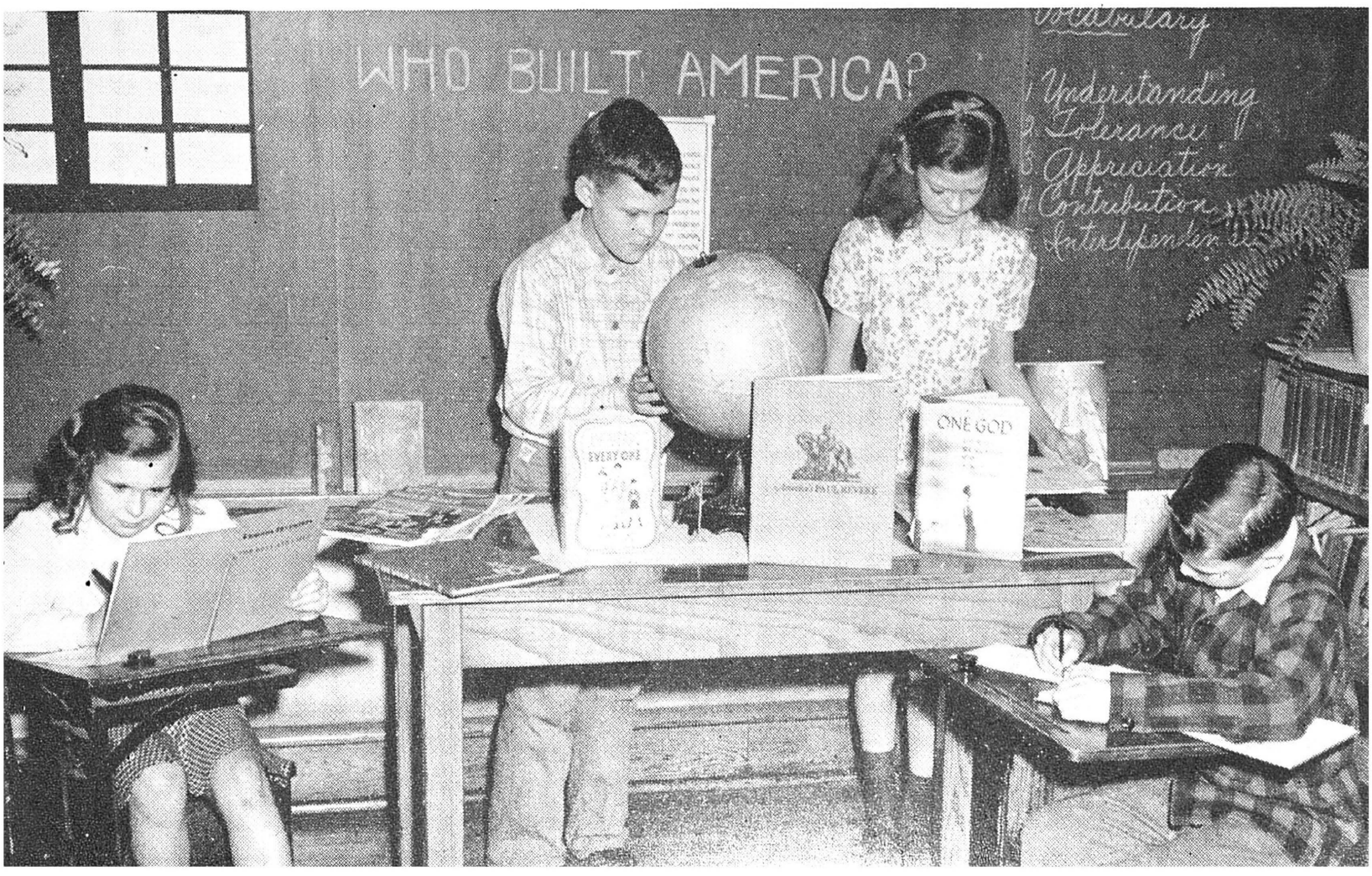
The Freedom Train gave the seventh-grade pupils in Sallie Curchak's group an opportunity to plan and develop a worthwhile study. The teacher describes the project as follows: [6]

> In the latter part of September, while reading the weekly, *Young America,* some children spied an article stating that the Freedom Train would pull out of Philadelphia on September 27. This led to a discussion as to the nature and importance of the Freedom Train. Many of the children had read articles or seen pictures of the train. It was soon decided to make a more thoro study of this subject. Some of the students volunteered to do research on such matters as the Magna Charta, Bill of Rights, Mayflower Compact. These reports were read in class and class discussions followed.
>
> When the Friendship Train project was undertaken, the class asked to make a study of the routes and possible products assembled by the various Friendship Trains. They proceeded to correlate the purpose back of the Friendship Train with that of the Freedom Train. This study led us to seek further knowledge about the Marshall Plan.
>
> As there was no one unified source for our material, all of the work was done by the individual child. Many kept scrapbooks and one made a lovely block print of the Freedom Train on cloth.
>
> Since no lecturers were to be allowed aboard the Train during its

[6] Trinity Heights School, Dallas, Texas.

Special Projects Make for Varied Learnings

Minneapolis Public Schools



> stay in Dallas, we undertook to make a list of the documents on exhibit. The children amassed this information from newspapers, magazines, funny papers, and church periodicals.
>
> The project furnished material for study in all of their subject fields. No special time was set for class study of any document. As a child located an article to be exhibited, he reported on it. We discussed it, and then the title was added to our list of documents.

Young people learn to plan only thru planning. Every school experience that is cooperatively planned yields extra learnings.

Encouraging Groups To Make Decisions and Assume Responsibility

In the process of making plans for activities to be carried on by a group, decisions must be made and responsibility assumed for these decisions. The teacher may make choices for the group. He may feel that he should assume this responsibility because of his advantage in breadth of experience and maturity; but if he makes all decisions the group does not grow in assuming responsibility. On the other hand, the teacher may leave the making of decisions entirely up to the group, letting them vote it out, reasoning that even if their choice proves to be wrong they will profit by their error.

A third way is possible. Being a member of the group himself, the teacher may work *with* the group in helping them to arrive at intelligent decisions. He may believe that, in a democracy, *all* people concerned must make decisions together, abide by them, and see that they are carried out. The position taken in this yearbook is that the teacher should have a cooperative part in making decisions. He should help the group to make increasingly intelligent choices.

Kathryn Opes describes how a freshman group that did not work together well finally achieved success under the guidance of their teacher: [7]

> The ninth-grade class of University School had wanted for sometime to put on a school dance. This particular freshman group was apt to break up into small cliques or fall apart thru wrong leadership within the group.
>
> It was finally decided after considerable discussion and arguing pro and con to put the question of the party to a vote in the regular weekly class meeting. A slight majority was in favor of the dance so plans were immediately made as to the time and the place, as well as the kinds of committees needed. The date, Friday, February 13, was passed on by the all-school council.

[7] University School, Ohio State University, Columbus, Ohio.

All class members volunteered for work on one of the different committees — Refreshment, Decoration, Tickets, and Advertising. Things went well for a few days—tickets ordered, posters underway, refreshments decided upon, and elaborate plans for decorating the recreation room in process. Even a name was at last agreed upon, "Heavenly Daze."

On the Monday before the fateful Friday, chaos catapulted into the ranks of the freshman class and upset the best laid plans of "mice and kids!" Emotions rose to such a peak that faculty, administration, parents, and upper-grade classes were touched off. Over the week end a romance had been shattered. The boy in question talked his male cohorts out of dating the girls, and the girl in the case found sympathetic ears among her sex.

The girls didn't want the dance if they couldn't have dates. The boys stubbornly ganged together. What to do! It became necessary to take some action. When a new day dawned and the atmosphere wasn't quite so thick, the boys were asked to spend an hour in the library while the girls stayed in the classroom and discussed the situation pretty frankly.

Two junior girls, on the invitation of the teacher, came into the discussion and told of their experiences in putting on their freshman dance, and even their sophomore dance. Much to the amazement of the ninth graders the problems of the juniors were very similar. One junior girl said, "Even now, as juniors, many boys haven't grown up to the stage of inviting girls to dances and both boys and girls often go stag." The older girls explained to the freshmen that the boys were immature and told them how patient they must be—waiting until the boys grew up and lost their shyness—and how girls could help boys to be more at ease socially. The end of the hour witnessed a complete change of facial expression and attitude among the ninth-grade girls.

The next hour the boys came in for discussion. The first thing the teacher said was, "I'm not going to insist or even ask you boys to take the girls to the dance." The response was a sigh of relief, followed by a few exclamations—"You're not? Why not? Oh, gee!"

It was learned that the boys were often embarrassed in the company of the girls because of the silly giggling and whispering that went on of which they weren't a part. It was agreed that neither group had quite learned how to conduct themselves in a social gathering. The boys *wanted* to put on the dance, and would cooperate with the girls and would even *dance one dance* with a girl during that eventful evening.

The third hour brought boys and girls together for a very brief discussion, followed by a decision to go ahead with the dance. Another experience was chalked off in learning to work together and understand one another, in sublimating individual desires to group cooperation and activity.

Dividing Responsibilities among Individuals and Small Groups

It is reasonable to assume that young people who share the same time and place, who are contemporaries in the same world scene, may have many common purposes. But thirty-five individuals never have the same talents or abilities to make identical contributions to the attainment of their common goals. In cooperative classrooms, teachers help pupils to discover what they can do best and encourage them to work individually or in committees where their talents will be best used or their needs best served. Thus, responsibilities are divided in order that over-all goals may be reached. Too, the less voluble, less outgoing member of a class group may learn, thru the medium of a small group, to make contributions that he may later be encouraged to share with the total group.

Making Individual Contributions to Group Effort

Children of the second grade, pupils of Mrs. David Phillips, organized into small committees to build a community: [8]

> "Wouldn't it be fun to have a grocery store in our room and play groceryman every day?" a child suggested. Someone answered, "We don't have enough room." We decided to measure and see if we did. A committee was appointed by the room chairman to do this during our planning period the next morning.
>
> The committee found a space large enough for the grocery store. The next step was planning the store. What materials were to be used? What fixtures would be needed to open a business? It was decided that apple boxes would be used for the shelves, and corrugated cardboard for the walls. The children secured the apple boxes from their groceryman. Two children brought baskets to carry the groceries in. One child's father sent mattress boxes from the place where he worked. The janitor helped with our construction when heavy nailing or special boards were needed.
>
> Several committees had been appointed by this time, such as a measuring committee, building committee, art committee, and reading committee. Each child was on the committee to secure the things to be placed in the store.
>
> After the building and arranging committees had completed their work, a price committee was selected. It was this committee's task to place the price on each item in the grocery store.
>
> It was while we were writing our thank-you note to the child's father who had given the boxes that a child suggested we add a post office to our grocery store. Another suggested we might have a community center with several stores. A committee began work on the post office, following the same procedure that had been followed in building the grocery store.

[8] Fair Park Elementary School, Abilene, Texas.

The committees worked with persistence. The art committee undertook heavy responsibility in working out a pattern for the walls and painting appropriate pictures for the board behind the community center. The book committee assembled a book of stories and poems about our project. The reading committee found stories for us to read and dramatize. The health committee found charts on proper foods and checked the grocery store to see if the groceryman was "on his toes." The program committee presented a program each Friday afternoon, composed of something interesting we had found out during the week. The health committee encouraged us to keep our streets and homes clean. The policeman and his committee helped us in securing our wraps and getting in and out of the building.

Civic pride was seen at its best on a day that the weather was too bad for us to play outside. I had been out of the room, and upon returning found that the art committee was adding a coat of paint to the walls. They were so intent in their work that I could not refrain from asking the reason for the new coat of paint. They answered with great pride, "We're having visitors Thursday, and we want our community to look its very best." I knew then that the second-grade room had truly become theirs, and not just a place where they had to spend so many hours each day.

Sharing Responsibility for Long Periods of Time

How sixth- and seventh-grade children organized into committees to care for rats and study nutrition is related by Marcia Ott: [9]

"Oh, rats! Boy, what fun! Let's get 'em!" Such was the reaction received when the sixth- and seventh-grade group was told they, too, might experiment with white rats. The class had read with interest a number of experiments that had been made in science laboratories in which white rats had played a leading role.

We were told by the Kansas City Dairy Council, with whom we placed our request for two baby rats, that it would be several weeks before they would arrive. In this interval we devoured every scrap of information about scientific experimentation obtainable. We were going to be scientists! Vitamins, minerals, proteins, carbohydrates, fats, liquids, and calories meant something to us now.

We planned for our new additions as carefully as a family does for a new baby. It seemed as if we could never answer all the questions or run out of wondering. "Where will we get food for them?" "What shall we feed them?" "Who will feed them?" "How old are they?" "Will our rats' eyes be open?" "Where shall we keep them?" These were samples of the many problems raised.

The Dairy Council helped us a great deal by providing a fine technicolor movie which pictured other boys and girls conducting experiments with white rats. They also gave us a booklet entitled,

[9] George B. Longan School, Kansas City, Missouri.

"Watch Them Grow." They answered in detail many of our queries.

At last the great day came. The rats arrived. The girls squirmed a bit and the boys heroically planned to take complete charge. However, when we took the lid off the round wooden crate stamped "Scientific Laboratories—Madison, Wisconsin" and saw two soft, bright-eyed little creatures peering over the edge, the girls and boys alike were thrilled.

Duties were assigned and committees established such as: feeding, cleaning, recording, obtaining food, and weighing. During the experiment each child served on at least two of the committees.

From a long list of suggestions the names Abbott and Costello were chosen for the names of the rats. Since our experiment was to be in nutrition we had to plan carefully the diet of each rat. Abbott was fed a well-balanced diet; Costello's diet was typical of the diet of many of the children in the room, a majority of whose mothers work. Each rat weighed 64 grams upon arrival. It was going to be fun to watch what happened.

For cages we used two wire wastebaskets and improvised lids of cardboard. We learned after cleaning up spilled milk several times that paint pans placed in the bottom of the cage would not do. One boy brought baby food cans and we naively tied them with string to the sides of the cages. Abbott beat Costello in chewing the string and knocking his can over. From then on the cans were securely wired to the cages.

Every morning the cleaning committee disposed of the food and drink left over from the night before. They scrubbed the cans and cleaned the cages. Each rat received clean strips of crumpled paper. The feeding committee cut up the food, mixed it a bit, put fresh water, milk, or coke in the cages and our rats were ready for a new day. Each afternoon before leaving school we checked to see if our charges needed more food and fresh papers. Then we carefully covered the cages to protect them against the lower night temperatures.

A chart picturing each rat's diet was on the wall behind the rats. Between the two charts was a graph on which we recorded the weights of each rat in grams.

Proudly our room gave an assembly for the other upper-grade rooms telling them of the experiment, showing the movie we had seen, and displaying our charts, graph, and the rats. Carefully, too, we planned and gave talks to the smaller folk and left Abbott and Costello with each primary room for a half day. Our room soon became the most popular place in the entire building.

Accepting Varied Responsibilities

High school boys and girls, like smaller ones, like to choose jobs they can do and contribute what they have to a class project. The following

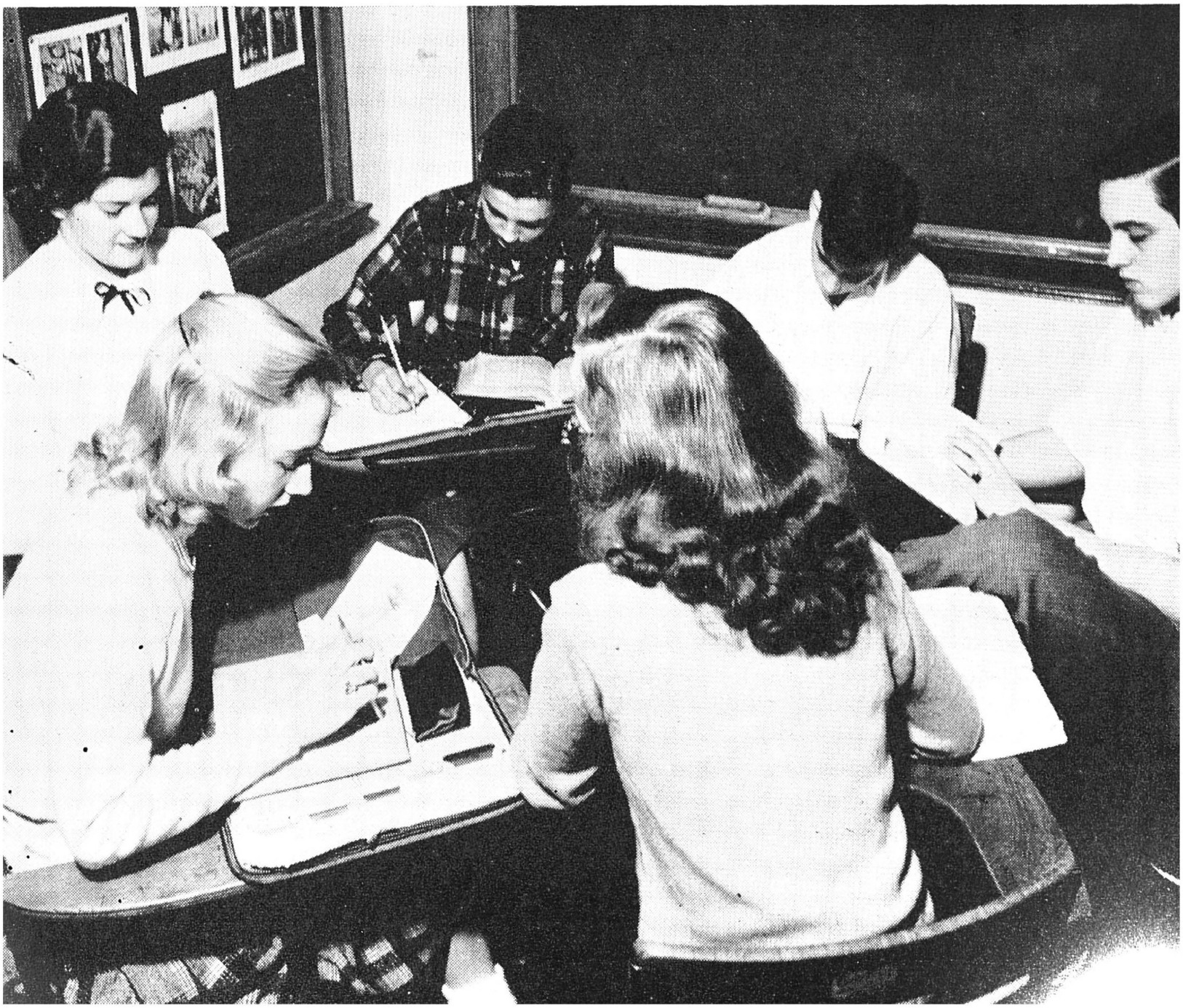
example shows how an American history class divided responsibilities during a unit on "Connecticut, the Beautiful," the work of eleventh- and twelfth-grade pupils in the class of Julia B. Sullivan: [10]

> In the early part of November, I very casually announced to the three classes in American History that it was about time we were introduced to our state. One is never fully appreciative until one intimately knows a person, place, music, books, pictures. Thoughts and suggestions poured in faster than I had expected. Several days were given to consider the matter. Discussions followed, decisions were made.
>
> The bulk of the work was "group projects." It was interesting as well as stimulating to watch the way groups were organized. One boy said he'd like to make a chart for future use in the classroom to show how Connecticut laws are made. He asked for co-workers who had the same interest. He found none in his class but he did in another. I met with the groups to help them evaluate their progress. Since these projects were not due until March, there was

[10] Crosby High School, Waterbury, Connecticut.

Varied Tasks Contribute to Group Efforts

Ohio State University



ample time for reading, research investigations, interviews, and visits to factories, museums, and other places.

The student's plans varied; they demonstrated initiative, ingenuity, and willingness to cooperate. Here are a few of the Connecticut "creations":

—Three dimensional scale-map showing state parks, state forests, state forest-fire look-out stations and main waterways, with a folder giving all explanations in detail. (Three boys and a girl.)

—Scrapbook, maps, and drawings showing the development of transportation in Connecticut. (Two boys.)

—Education in the state, including colleges and universities. (Two boys.)

—A chart and map on industry in Connecticut. (A popular choice; five groups selected industry.)

—"Connecticut, the Beautiful," a booklet containing photographs of beautiful and interesting spots, accompanied by descriptions.

—Pencil drawing of lakes and mountains.

—Diagrams showing the super-highways.

—Scrapbook on agriculture in Connecticut, with a composition on "The Important Part the Farmer Plays in Connecticut Life."

—Survey of Connecticut State Institutions.

—Charts showing the types of city government in Connecticut and how they function.

—Two "Waterbury Industrial" groups had a great field for their work. They traced the growth and development of the principal industries of our Brass City. One group contacted executives of the various factories for information. They had interviews and visits in one factory from the "rolling mills to the finishing rooms." Another group collected manufactured articles as far back as they could get them. What they couldn't obtain, they reproduced.

If young people can discover in school that every person, no matter how gifted or how limited, has something to contribute, and that that *something* is to be respected, they have learned a real lesson in democratic living.

Giving Opportunity To Gather and Distribute Materials

In classrooms where pupils and teacher begin with needs and move toward goals that they set together, not all learning materials can be prescribed in advance. One textbook does not speak with equal effectiveness to individuals who differ in intelligence, in reading readiness,

in reading comprehension and skill, in reading interests. Nor can the written word alone be a sufficient source for learning. That all may learn, many media of communication, both verbal and non-verbal, must be introduced to a classroom group.

The amassing of materials can be a cooperative undertaking between teacher and pupils. Gathering materials may lead pupils to catalogs, to bookstores, to libraries; arranging materials may teach orderliness; distributing materials may lead pupils to a consideration of the rights of others.

Discovering New Ways To Build a Library

One teacher describes how her senior high school pupils in general English amassed a classroom library: [11]

> Knowing that materials for this class could not possibly be ordered in advance, I wrote on the booklist under the subject general English: *Materials' rental fee to be decided upon in the classroom.* Therefore, the group bought no books for my class before the opening of school.
>
> Thruout the early weeks, during the period of exploration, no materials were purchased. We called upon the resources of the library for reading material we used during the time of personal exploration.
>
> When goals were set and the group began to see that one text could not serve all, I took up the question of the materials' rental fee. I suggested that since we would need many different kinds of materials in our classroom, and since this material could not be prescribed in advance or bought at one time, we would need a common fund from which to buy our supplies.
>
> The group made decisions concerning the amount each would pay into the pool. They based their calculations upon the total amount they would pay for materials in any other English class where they would be required to buy an English handbook, a literature book, and a dictionary. They decided that three dollars would be a fair sum for each to pay into a common treasury to be used by all in a way the group saw fit.
>
> The budgeting of this money to buy materials to serve all needs was not easy. The amassing of materials became a cooperative experience for the group. They decided upon the magazines that they would order for the classroom library; they wrote their own letters of order. They went to the bookstores and selected many of their own books. Committees saw previews of movies at the university film library and made selections for the class. Groups were commissioned to select recordings at radio shops. The dispersing of

[11] Elizabeth Rose, Tuscaloosa High School, Tuscaloosa, Alabama.

materials was also an educational experience for those who set up the classroom library or made sales talks or arranged bulletin boards to advertise wares.

Of course our meager seventy-two dollars would not have supplied us adequately had we not found materials that did not have to be purchased.

I had in my classroom an accumulation of handbooks in English, of literature books, of dictionaries, of workbooks. A committee of pupils went thru the workbooks and clipped drill sheets on errors prevalent among the group. These sheets were filed according to error—verb forms, case, agreement—so that an individual might quickly select drills designed to meet his needs in mechanics.

The school library and the university library were generous in allowing us to borrow books and place them on our classroom shelves as long as they were needed by a number of the group. During the study of vocations, we had several shelves of vocational books in our room. However, since one of the aims of the group was to learn the effective use of the library, they did not bring to classroom shelves all of the books they needed. They went to libraries, within the school and without, to select their own reading material.

We made use of other sources of free material, distributed by radio-broadcasting systems, by audio-visual education houses, by vocational centers, by state and national departments.

The group also made decisions concerning the dispersing of accumulated materials in the spring. It is significant that in late October the class decided to divide among themselves the materials they had amassed; in May, they decided to leave their materials to other classes that might use them profitably.

Pooling Funds for Current Materials

Clifton Lutes reports how his students in history worked cooperatively to increase their materials for use in current events:[12]

The second semester of last year my students purchased subscriptions to some twenty-five magazines instead of buying a weekly current events paper. Two committees visited libraries in nearby cities to make a selection of titles. Their decisions resulted in a very broad selection of magazines. At the one extreme were periodicals such as the *U.S.S.R. Bulletin* (furnished free by the Russian embassy) and the *New Masses,* to conventional and somewhat conservative publications such as *Time* and *Newsweek.*

The students decided they wanted to carry on the project again this year. Our list of magazines now includes: *American Mercury, American Observer, Atlantic Monthly, Business Week, Consumer Reports, Colliers, Economic Outlook, Harpers, In Fact, Labor and*

[12] R.F.D. #1, Gale, Michigan.

Industry in Britain, Labor Information Bulletin, Labor Review, Life, Nation, National Geographic, New Masses, New Republic, Newsweek, Pathfinder, Popular Mechanics, Reader's Digest, Readerscope, Saturday Evening Post, Skyways, Time, Survey Graphic, U.S.S.R. Bulletin, United States News, United Nations World, Vital Speeches.

Our classroom is occupied by unusually large classes and therefore has no available space for table and chairs, so we devised a magazine rack by fitting a narrow board some eight feet long along the wall in such a manner as to damage neither the plaster nor the woodwork. Along this board hooks have been placed some six inches apart. The students use a paper drill to make a small hole in the upper left-hand corner of each magazine. Stout cord threaded thru the hole hangs the magazines so the new numbers can be displayed to the class. Class librarians stamp the new magazines and file the old numbers as they put up the new ones.

About once a week, during my vacant hour, a committee of students looks over the magazines for the topics of the week. From the list of eight or ten topics each class chooses one which it wishes to discuss. A committee then makes a bibliography which includes as many as fifty individual items and copies the list on the board where it can be used as a guide during investigation periods.

Recently war with Russia was chosen as a subject. Some students read as many as a dozen articles and took notes on them. Since the capabilities of the students vary widely, the amount of reading required is differentiated to fit the student.

Students may check out the magazines for use in study halls or at home on an overnight basis on a checklist alphabetically arranged by magazine and number. Students who are able to complete their assignments in class before the others are permitted to use the magazines at such times. In addition, study time is allotted for directed preparation of the topic. Debates, panels, forums, and especially open discussions serve as a clearinghouse for ideas.

Mr. Lutes believes that students make much better preparation on current topics than can be achieved with the use of a weekly newspaper alone. If the students could afford it, this teacher would not be adverse to the use of a good weekly guide like the *American Observer* with one copy for each student in addition to the magazines. Mr. Lutes feels that students are stimulated to still further study because of the arresting type of information that is found in longer articles. Mr. Lutes is confident, also, that the additional facts brought out by students reporting on longer articles and highlighted in the discussions that follow help his students to lose some of their prejudices that have been built from headlines in newspapers or catch phrases over the radio.

Selecting a Film for Class Use

Robert Edgar, a visual aids coordinator, tells the way he helps boys and girls think thru their selection of a film and carry on the detailed work involved in getting the film and showing it:[13]

"Mr. Edgar, Mr. Edgar."

"Hello there, Larry. What's all the excitement?"

"We've been looking all over for you. We want a movie."

"You do? Well, let's go into the office and talk it over. How did you like that last picture you had on the Pacific coast? Jane, why don't you sit over here where you can be right with the rest of us."

"Swell. It had just what we wanted. It showed the industries, the people, the geography, and the sports."

"Well, what are you working on now?"

"Our class is studying different things in New York City, and Janey, George, and I are taking transportation."

"What kind of transportation? Subways or trains or buses or what?"

"Everything."

"Don't you think all the people in your class have ridden on subways and buses and trains? Why do you want to show them a picture about them?"

"Sure, they saw them all, but everybody rides on trains and things without thinking about what they really mean. Who thinks much about the subways? But last year when they were closed up for one day, people couldn't get to work."

"We want to show what a big job it is in New York to get everybody back and forth."

"Well, that's a pretty big order for a movie. Most of them are not about a specific city, but we can look. Here's the *Educational Film Guide*. George, suppose you look up transportation for us . . . what does it say?"

"It gives a number, 3-8-0."

"O.K. We look that number up back here where the descriptions of the various films are. Have you found it?"

"Are there any there?"

"Sure, there's a whole bunch of them, but this first one seems just what we want."

"What is it?"

"*Arteries of the City.*"

"Does it say that it is suitable for elementary schools?"

"Yes. It says e-l."

"Is it about New York City?"

---

[13] Horace Mann-Lincoln School, New York City.

"It doesn't seem to say."

(George reads the description from the *Education Film Guide.*)

"Boy, that just suits us."

"That's very lucky. Many students come in here and have to make a selection which doesn't exactly suit them, but is the best available."

"Mr. Edgar, do we have that picture in our library?"

"No, but perhaps we can find it somewhere in the city. Where does it say we can get it, George?"

"It only says 'available from 10 or more film libraries or distributors.' "

"Here's a catalog of Association Films, Jane; and Larry, you look in this one of the American Museum of Natural History."

"Mr. Edgar, it's in this one, Association Films."

"Is it in yours, Larry?"

"No, I can't seem to find it."

"O.K. Let's try to get it from the Association Films. What day do you think you want to use it?"

"Any day, as soon as we can get it."

"O.K. Jane, you found it so we'll let you make the telephone call. Larry, will you look up the telephone number? Jane, what are you going to say when you get the number?"

"I'll ask for *Arteries of the City* as soon as possible."

"It's not quite that simple. Association Films is run by the YMCA and when they answer the telephone girl will say, 'YMCA.' Then what will you say?"

"She should ask for Association Films."

"That's right, but it doesn't stop there. When Association Films answers, you still have to ask for a person who arranges rental of films to schools" . . . . . .

And so the arrangements go on—booking the films, making out an order to be countersigned by the principal, arranging a time to preview the film and a time and place for the class to see it, making plans of how the committee is going to present the film to the entire class.

As Mr. Edgar comments, this is a situation which arises often in many schools, but the opportunity to bring the students into the planning is often overlooked. It is a very simple undertaking, one that children can easily understand. They want a film to show certain things to the class. They soon learn that it must be carefully chosen, carefully prepared for, and carefully presented. At the same time, thru their own desire to present a vivid and realistic picture to the class, they become acquainted with the potentialities and resources of the motion pitcure as a means of communication.

Extending Cooperative Learning beyond the Classroom

Democratic living cannot be confined within the walls of a classroom. If pupils learn to live and work cooperatively under the guidance of a wise teacher, they will want to extend their practices beyond the classroom to all phases of the institutional life of the school, and even beyond the school to include the way they work with parents and with community projects of many kinds.

Making Use of Extensive Resources

The following account of how the pupils in an eighth-grade group began a project in their homeroom and extended it to their work in several classrooms shows how cooperative endeavors may grow:[14]

> Joy Nite is an annual fun festival planned by the students. This year the Joy Nite committee decided on a day-long radio program. Room 121, consisting of sixteen boys and twenty girls, spent several forty-minute periods in their homeroom discussing the all-important question, "What can Room 121 do for the Joy Nite Program?"
>
> Since the class was greatly interested in music, they decided upon a musical program of some kind. They divided themselves into committees of four or five and "started looking." Someone suggested presentday composers of "good popular music." With this suggestion in mind, each committee looked for available and suitable material within the ability of the class to present and of the kind that would be interesting to the audience of Joy Nite.
>
> The following class period found the several chairmen enthusiastic over their discoveries and eager to report to the class concerning materials about Sigmund Romberg, Jerome Kern, George Gershwin, and Irving Berlin. Each composer's name with a list of his "found" compositions was written on the blackboard. After much discussion, pro and con, the music and life of Irving Berlin was chosen for their twenty-minute radio sketch.
>
> In their language arts class the students began writing introductions, narration, and continuity which would make their script interesting and enjoyable. They discussed suitable costumes and decided that the girls should wear "formals" and that neckties would be a "must" for the boys. They read current material, learned lovely melodies, wrote, rewrote, and condensed the accumulated material for *their* radio script.
>
> As their program took shape, they went to the art teacher for help in making a suitable background. In the art room, after school hours, you could find eager hands working on their creation and developing their ideas.

---

[14] Written by Mary Hayden, music instructor; Alice Shelton, language arts instructor; Edith Lincoln, art instructor; all from Keating Junior High School, Pueblo, Colorado.

The result was a beautiful performance before an enthusiastic audience and the satisfaction which comes from sincere approval from others.

Building Unity thru All-School Activities

Bernhard W. Schneider, a seventh-grade teacher, describes how school unity and closer school-community relations were furthered thru the cooperative staging of an operetta that called into service pupils, teachers, and parents from sub-primary groups thru the eighth grade: [15]

One of the first things I felt when I began teaching last year was the lack of cooperative school spirit on the part of both the teachers and pupils. The school seemed to be split up into distinct class units.

The community itself was divided into three distinct sections. One was rural in character, while the other two were suburban. The children, coming from these three sections by school bus to the overcrowded school, came in contact with other children of the community only within their own classrooms. In talking with the other teachers at odd moments, I realized that they, too, felt a need for unifying experiences to bring closer relationships between themselves and between the pupils. Wondering what could be done, I found the answer while trying to work out another problem.

I had been trying to initiate a music and art program into the curriculum of the upper elementary grades. It was not proceeding very successfully. The students could never achieve results which were satisfactory to them. Their background was particularly limited in the arts and therefore they felt insecure, afraid of new media. The boys felt ridiculous in music class. Art projects awed both girls and boys, who'd been used to small directed lessons, guaranteed to produce identical groups of slick finished products.

During the last year, the school had sponsored a Finnish student thru the "Save the Children Federation." January was scheduled to begin the drive for voluntary monetary contributions for the child's support. I had an idea the children's contributions could be of a sort which would increase, manifold, the sum available for the Federation; perhaps thru a benefit performance of the operetta *Hansel and Gretel.* At the same time there could be developed closer school-community relations and more school unity. Of course, with such an incentive my upper-grade music and art classes would take care of themselves.

The administration said, "Go ahead" and since it was to be an entire school project, the suggestion was placed before the teachers. They agreed that the operetta was an excellent idea, and suggested it should be given two evenings instead of one, to give an oppor-

[15] Chatham Township, New Jersey.

tunity for the morning session classes to participate one evening, and afternoon sessions the other evening. Further suggestions from the teachers were: to have two casts of leading characters to provide more student participation; to have every class participate in some way.

The teachers trained their classes, formed parents' committees to plan and make costumes, and supervised the construction of the stage properties needed by their particular groups. For instance, the angel group had to plan and make their wings and halos, the dew children their watering cans, the witches their brooms! All the classes made original program covers during art periods.

As for my music and art classes, they proceeded inspirationally.

One class committee designed the costumes and submitted the sketches to the teachers for their consideration and aid in execution. Scenery sketches were submitted and the class chose the sketches most acceptable to them. These sketches were transformed into a three dimensional miniature stage built to scale. The students followed this model in the construction of the scenery on our auditorium stage.

Work? There was plenty of it for everyone, from the sub-primary who made their own cookies as part of their costumes, thru the seventh and eighth grades, who filled the stage committees, chorus, and leading roles. Yes, everyone contributed, teachers, students, and parents.[16]

Involving the Total Group in Special Projects

The student council, a familiar institution in schools, affords an opportunity to extend cooperative learning beyond the classroom. Margaret T. U'Ren, a third-grade teacher, describes an attempt in her school to relate council activities more closely to the entire student body:[17]

> Because there are only two or three representatives from each grade, some pupils have never had the opportunity of participating actively except as members of their homeroom organization. Therefore, in terms of the school as a whole, they have not enjoyed the satisfaction derived from the feeling of belonging. Council members and even the officers sometimes have not fully recognized the importance of the tasks to which they were elected. A rather complacent attitude was exhibited quite obviously by some members.
>
> After much discussion of this problem among the council representatives during a regular meeting, it was suggested that each one return to his room to discuss the matter with his classmates and teacher. At the next regular meeting, ideas obtained from the homerooms were introduced and discussed. The suggestion most widely accepted by the council members and later approved by the ma-

[16] For the children's reactions to the project see p. 229.
[17] Washington School, River Forest, Illinois.

jority in each of the homerooms was to have a breakfast for old and new council members which would be followed by an all-school assembly.

Immediately after the decision was made, questions began to arise. When will the breakfast be given? Where? Who will plan and serve it? Shall we have any guests? Who will they be? How can each room have an active part?

Some of the questions were answered easily and to everyone's satisfaction, but others provoked considerable thought and discussion. The largest problems centered around: How will the breakfast be financed? Who will plan and serve it?

When it was suggested that money from the Pupil Activity Fund—a fund to which every pupil in school had contributed an equal amount—be used, many members objected. In planning the budget, no money had been allotted for such purpose. The pupils stated that money from the fund should be used only for projects in which *all* children would be participating or benefiting. Finally, it was agreed that a request would be made to the school PTA for the necessary money. The needed amount was immediately received.

That a group of council members assist a group of mothers in planning of the breakfast seemed a wise and logical suggestion which was agreeable to both children and mothers. Other phases of planning and work were accepted by different rooms after their representatives explained the plans.

Completed plans were as follows: Breakfast was served at eight o'clock on Thursday morning in the school gym for old and new council members, all teachers and guests, including the superintendent of schools, coordinator of curriculum for the schools, and the principals of each school in the village.

The president of the council was toastmaster and introduced the guests, who in turn gave short inspirational talks to council members. By the time breakfast was concluded, all other children were arriving at school. At nine o'clock, regular time for school assemblies, a program was presented for the entire school. Main features were installation of new council members and officers and presentation of a specially prepared booklet, "School Courtesies and Regulations."

Sharing Responsibility for Younger Children

In several school systems, high school boys and girls practice their lessons in cooperative learning by assisting teachers with younger children. The story of one such project has been furnished by Clara Cockerille, director of elementary education:[18]

The children in grade one of the elementary schools of Altoona, Pennsylvania, and the students in the nutrition and child study

[18] Altoona, Pennsylvania.

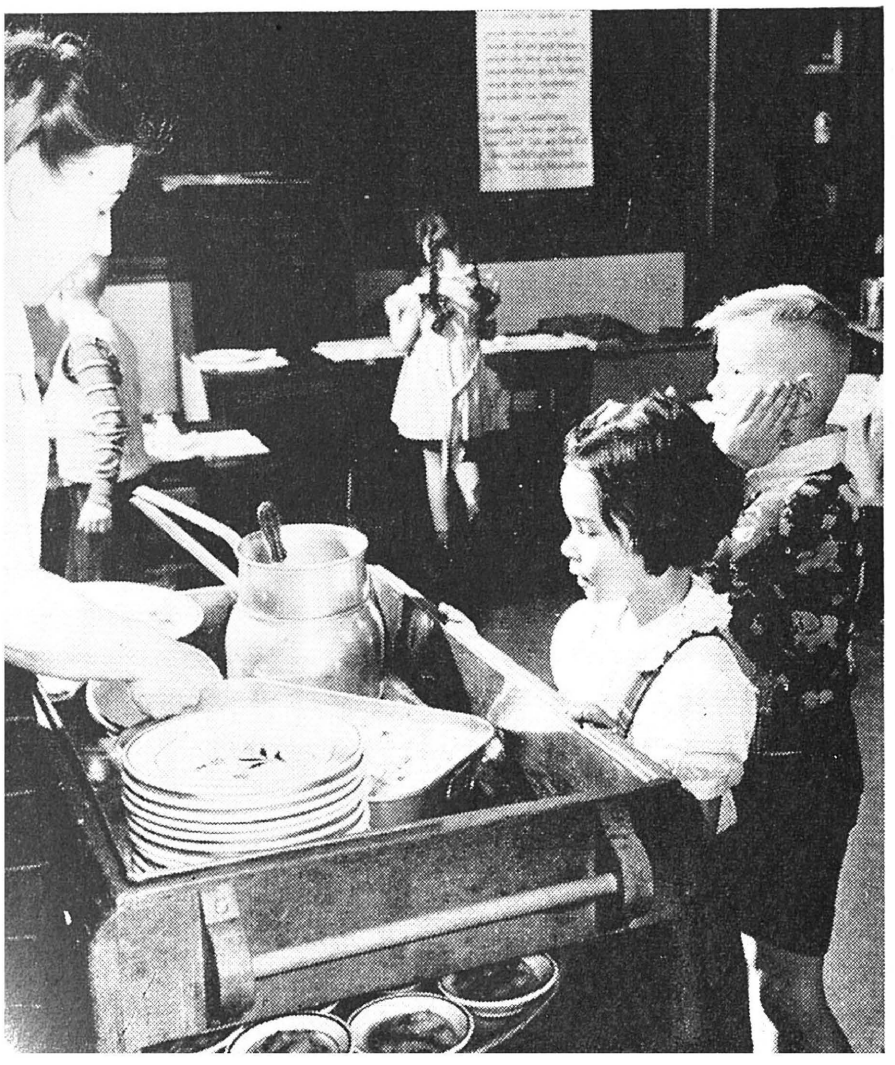
classes of grade twelve in the Altoona High School have enjoyed a cooperative learning project for four years.

Each year the students in the senior nutrition classes plan to teach nutrition to the children in the first grades. Much of the work of the classes consists in preparing to present the elements of good nutrition to young children. They find out what facts the boys and girls should know and what habits they should seek to establish. Then in child-study class they learn to what type of activities children five to seven years old respond. From that knowledge they begin to plan visual materials, demonstrations, and talks designed to present the idea of correct eating in an interesting and understandable way. When the teams of four students have prepared their lessons they present their material to the home-economics classes, and the students themselves decide which teams shall take their projects into the elementary-school classrooms.

Schedules are arranged with each of the thirty-five first-grade teachers, and the teams from the high school present the work they have prepared. After the initial work is done the students return for check-ups on the activities begun. The children in grade one are responsive to the teaching of the high school students, and teachers are appreciative of the help which the carefully prepared unit gives in the total health teaching program.

This cooperative program between secondary school and elementary school has resulted in mutual help and good interschool relations. The high school students have a real motive for learning the basic essentials of good nutrition when they are faced with the problem of "selling" the idea to children, and even the teaching profession is helped for this has been a help in teacher recruitment as well.

High School Students Learn To Know Young Children



Ohio State University

Examples of extension of cooperation with individuals and groups in the community will be found in the chapter on opportunities for social action.

Providing for Group Evaluation of Progress toward Goals

Pupils who set goals together and make cooperative plans for reaching those goals should have a part in evaluating their progress toward the attainment of goals. At the time pupils formulate their goals, the teacher must help them understand the evaluative process: to know where they begin, where they are going, and why. Teacher and pupils decide together upon ways of measuring progress. They plan the kinds of group and individual records they will keep. Without written records of many and varied kinds, evidences of growth toward goals are often too nebulous to measure. In working toward goals, the group is encouraged to stop often and ask, "What have we accomplished?" "How can we measure our accomplishments?" "What can we do to improve?" Evaluation thus becomes a step in further planning.

By guiding a class to share continuously in the evaluative process, good teachers help members to learn that evaluation is a cooperative endeavor between pupils and teacher, that it is not the sole responsibility of either. The teacher leads pupils to the realization that all who share in the planning are responsible for the outcomes.

Cooperative learnings of desirable quality are difficult in a classroom where every pupil is pitted against the other in an effort to get the higher mark. In a classroom where a teacher measures each pupil against the same yardstick regardless of his native abilities or problems, and passes exclusive judgment upon each in relation to his fellows, democratic living is impossible. Therefore, teachers must work diligently, by word and by practice, to show individuals that they are more concerned with their growth as individuals and with their progress as a group than with perfect attainments.

Pupils learn a different conception of evaluation only when, from the beginning, they have a part in planning evaluative procedures and continuously engage with their teacher in the evaluative process. In classrooms where cooperative learning takes place, pupils must share with their teacher the responsibilities of keeping records, of reporting progress to parents, and, in schools where marks are still imperative, of determining what those marks should be.

Judging the Success of a Project

While an entire chapter in this yearbook is devoted to the subject of evaluating learning, two examples are included here to illustrate the place of evaluation in cooperative learning. Margaret T. U'Ren's account

of a student council breakfast and assembly to draw the council closer to all the children concludes with an account of the way in which the project was evaluated:[19]

> Following the breakfast and assembly program, the children of each grade in their homeroom meetings evaluated the entire experience in all of its ramifications.
>
> At the next meeting of the council, members brought the specific points resulting from the homeroom evaluations. Mentioned and discussed as the most meaningful activities thru which they had gained in both learning and enjoyment were opportunities for the following:
>
> 1. Exchanging and sharing ideas thru planning
> 2. Letter writing
> 3. Democratic selection of council members and officers
> 4. Planning the spending of money
> 5. Creativeness in art
> 6. Clear written expression
> 7. Oral expression
> 8. Singing
> 9. Planning a menu
> 10. Practicing correct table manners
> 11. Saying grace at meal time
> 12. Making and acknowledging introductions
> 13. Planning the assembly program
> 14. Sharing together by the children, parents, and teachers responsibilities for achieving specific goals.

Increasing Number Skills thru Cooperative Learning

A description of a first-grade group's experience in measuring gives a second illustration of evaluation as an integral part of the learning process:[20]

> A first grade was discussing making their room more attractive. It was suggested that curtains would make the room look "more like home." This was not understood by many children in this group who came from very bleak, bare homes. After visiting other schoolrooms with curtains and very attractive school libraries, these children, too, could sense a difference. The group interest in curtains was in the affirmative.
>
> Ideally the children would have gone with the teacher to see materials. Transportation thru heavy snow made this impossible. The teacher brought four-yard samples of possible materials from

[19] See p. 78.

[20] Written by Gladys Greenman, then primary supervisor, Greenwich, Connecticut.

which to choose. Together they hung up the samples against the wall to look at for several days before the group discussed them. Informally, the teacher encouraged discussion in small groups about colors and designs. By her questions she tried to get the children to notice and react to differences, encouraging them to express their feelings about them. After several days the materials were discussed generally by the group, a vote was taken, and one sample decided upon.

How much material was needed? An obliging custodian brought a stepladder into the room. Using an inch-wide white tape he thumbtacked the tape at the top, measured the window length, added enough for a four-inch hem at the top and a five-inch hem at the bottom. The thumbtacks were taken out. The tape was stretched out on the floor and thumbtacked from end to end.

The group recalled a previous experience where a small group of children had guessed the length of a six-foot table, measured it by feet with a ruler, putting a red pin after each foot length. They had also measured the table with a yardstick and put blue pins at the end of each yard length. By counting, they had figured out the number of feet and the number of yards. The interest of that time was so great that it became a room interest growing out of this small group interest.

The teacher was curious to see how much carry-over of similar number experiences there was. She also wished to encourage children to work together in small groups of their own choosing, stimulate further interest in measuring, and help children to realize what fun they could have in working on a common problem.

In order that the children might record the number of feet and yards she wrote the problem on the board as follows:

How much material do we need for one curtain?
————feet
————yards

"If you have time this morning you might find some children to work with you, measure the tape by feet with pins and measure the tape by yards with pins, count them and put down on a slip of paper the number of feet and the number of yards."

One group formed quickly and started measuring. It was understood that when they had finished, another group could have a turn. Several more groups were formed. Some children went about other work until they could have a turn. Some did not. Some confusion resulted until the group came together again, and discussed how it could be worked out so that time would not be wasted. It was suggested that the groups as they got together sign up for a turn designating the leader just as they signed up individually when they wanted milk or hot lunch. The teacher wrote the word Group on the board. Group 1 was already at work. Group 2—Mary signed up next. Several groups and several individuals signed for turns.

The measuring that went on that morning was for the most part in groups of two's and three's, or by individuals. No pressure was put on the children for answers. The emphasis from the first was on the fun of measuring, of trying to find answers to problems. Some groups and individuals became interested in measuring but did not record the number of feet and yards. Some attempted it, got the general idea, but made errors. Two groups recorded correctly. When the whole group came together the slips were given to the teacher. No comment was made on correct numbers but as a group the procedure was thought out step by step. Some would say, "We forgot to do that." "We put pins at the end and counted them, too." "Now I see how to measure yards."

The number of feet for each curtain was found to be nine. The number of yards for each curtain was found to be three.

"Now we have the answer to our first problem."

"What is our second problem?" the teacher wrote on the blackboard.

"How many feet do we need for all four windows?"

"How many yards do we need for all four windows?"

"How can we find that out?" asked the teacher.

After various suggestions, the teacher wrote:

One window 9 feet	One window 3 yards
One window 9 feet	One window 3 yards
One window 9 feet	One window 3 yards
One window 9 feet	One window 3 yards
9 feet	3 yards
9 feet	3 yards
9 feet 9 feet	3 yards 3 yards
9 feet x 4	3 yards x 4
9 feet 36 feet	3 yards 12 yards

By using an abacus the children got the totals 36 and 12. The teacher helped the children figure out the quick way. Some understood, some did not. (Gradually as time went on, more in the group did understand what multiplication means.)

"When we buy a large piece of cloth do we buy it by the foot or by the yard?" Guessing was the result. "That is your problem for tonight. Ask mother how she buys cloth."

The next day most of the children reported cloth was sold by the yard. David was chosen by the group to make a memorandum slip for the teacher to buy the curtains. Much discussion followed about what their mothers bought by the yard.

Time was taken to discuss what children thought about working in groups or individually.

INDIVIDUAL: It was hard to work alone because the ruler slipped.

TWO IN GROUP: Sometimes our ruler slipped but when John didn't hurry too fast it didn't slip so much.

"The ruler slipped at first but not so much when we did it again." (Result of checking their measuring in woodwork.)

THREE IN GROUP: It was easier when Louise came and helped us because she and Mary held the ruler and I put in the pins. The yardstick was too long for one to hold it still.

As expected there were many inaccuracies on the slips because some children lacked coordination; some children hurried too fast; some children used too many pins and incorrect counting. But the teacher felt the experience was of value for when the children who worked in small groups talked it over with her, some of the comments were:

1. It was fun to try to find out things. It was like working puzzles.
2. It was more fun to do things together than to work alone.
3. It was fun to find other children who wanted to work with you.

Learning how to work cooperatively is not a skill that can be neatly pigeon-holed and acquired in any single grade or period. Better college teaching and better first-grade teaching have common elements. The sooner teachers all along the line join in making consistent attempts to promote cooperative learning in schools, the sooner will organized education fulfil its great promise for democracy.

CHAPTER FOUR

Helping Pupils Develop Self-Direction

SELF-REALIZATION is a prerequisite if the individual is to participate successfully in a democratic society. He must be willing and able to analyze himself and the situations in which he finds himself; he must be able to make intelligent decisions; and he must be willing to assume the responsibility of carrying out his decisions.

Pupil Self-Direction an Aim of Better Teaching

Perhaps the greatest single change in the individual from infancy to maturity is that of growing from dependence to independence. An adult is a person who is, among other things, independent and self-directing; who has developed confidence, courage, and a willingness to face his problems; who has developed standards and values of his own by which to judge his behavior; who is capable of intelligent planning.

The process of growing up, of becoming self-directing, is a long, gradual one. It requires years of growing and experimentation. It is thru assuming of responsibility and facing the consequences of his actions that the individual's values and standards grow. For the five-year-old, self-direction consists mostly of assuming responsibility, under guidance, for one's immediate physical and social needs and for developing the capacity for making choices concerned with immediate problems. As the child grows older and gains experience the situations that challenge him are more complex. He becomes concerned with long-range planning and activities that are sustained for longer periods of time. The extent to which the young adult is able to evaluate his potential and plan effectively is the measure of his development of self-direction.

Better teaching recognizes the importance of all experiences which provide for self-analysis and choice-making and the whole series of related experiences leading to self-direction thru the method of problem-solving—identification of problem or need, planning to solve the problem, gathering information, considering alternatives, acting upon best judgment, and evaluating outcomes.

A major aim of better teaching is to develop within the individual the ability to become a responsible and self-directive citizen. Not only should the individual have an appreciation of how the responsible citizen should act, but he should be motivated so to act.

The promotion of self-direction calls for a school where there is (a) a decreasing amount of teacher direction as children become more mature, (b) significant undertakings or activities with ample opportunity for planning, sharing, discussing, and evaluating activities, and (c) increasing pupil responsibility for the control of behavior. These conditions are discussed in this chapter and, where possible, examples are presented which illustrate the principles cited.

Decreasing Amount of Teacher Direction

Each year in school should find the student less dependent upon the teacher. By the time graduation from high school occurs the student should be so independent that he can pursue studies and solve problems without teacher assistance.

When education is examined from this viewpoint, the role of the teacher becomes clear. His function is to serve as a guide and a resource person. The guidance consists of the gradual withdrawal of teacher direction in terms of the pupil's ability to make decisions. Always there is enough direction to give the pupil a sense of security but not enough to discourage initiative.

The teacher's actions must be based upon a thoro knowledge and un-

Children Learn To Help Themselves



Bremerton Public Schools

derstanding of the abilities, interests, backgrounds, attitudes, values, and problems of his pupils. More important, however, the teacher must have faith in the pupil's ability to think and plan. He must believe in pupil participation in planning as the way of growth. He must recognize that guidance and teaching mean helping pupils become increasingly able to analyze themselves and the situations in which they find themselves, to formulate courses of action in terms of the values the pupils hold, and to assume responsibility for carrying out decisions.

Inviting Evaluation of Teacher Leadership

Teachers restrict self-direction in many unintentional ways. Thru the organization of the classroom, the types of behavior a teacher praises, the factors given recognition in reports to parents, self-direction is often limited by the teacher. The restrictions may be deliberate or they may be unconscious ones. If the teacher's actions are planned, they can be tools used for the promotion of self-direction. If the teacher is not aware of the effect of his actions, he may find his pupils becoming less independent even tho he may believe he is working for pupil self-direction.

When teacher restriction of pupil self-direction appears to be necessary for a time, the teacher may have pupils help analyze the classroom situation. Cordelia McCants found that this sort of discussion was effective with her fifth-grade children:[1]

> The lack of cooperation of my boys and girls under the guidance of a substitute during my absence brought about a change in my teaching technic. I had not thought of a suitable plan of attack for the problem that had arisen during my absence, so at this point the method of dictation was the easiest. "What suggestions do you have to offer for this lesson?" or "What shall we do now?" was changed to "We *will* do this." After several weeks of a tense atmosphere for both children and teacher, two pupils in conversation gave me a lead:
>
> MARY: Mrs. McCants, are you going to take us to see *Treasure Island?*
>
> TEACHER: No, Mary. We cannot go to the theater or do any of the things we usually do until we learn to think for ourselves.
>
> RONALD: Mrs. McCants, we have not had to think for the last two weeks. You have been thinking for us.
>
> TEACHER: Why?
>
> RONALD: We didn't think when you were away.
>
> Here was a ready-made opportunity for my class to discuss the best ways to carry on under given circumstances. The following statement was placed on the board and the pupils were asked to finish it in any way they wished:

[1] Alexander Wilson School, Philadelphia, Pennsylvania.

"If I could choose my classroom I would choose one in which—"

The class completed the statement in many and varied ways. The next day we read, discussed, and tabulated the papers under headings that seemed to describe the type of classroom chosen.

Class Summary

Type of classroom	*Number*	*Type of classroom*	*Number*
happy	21	good-mannered	6
quiet	18	self-controlled	7
respectful	16	cooperative	4
nice	15	truthful	4
well-behaved	14	clean	8
neat	12	safe	5
good	10	with privileges	
obedient	10	with class officers,	
working	10	etc.	

No paper mentioned a classroom where children were made to do what was right.

We discussed the terms and found many had used different words, but meant the same thing i.e., "a nice classroom" meant "a happy classroom" or "a good class" meant "an obedient class." I asked for a word under which we might have included most of the words. "Democratic," said Donald.

TEACHER: Do we have a democratic classroom now?

THOMAS: Not since you have been back.

TEACHER: Was it democratic before I went away?

CHILDREN: Yes.

TEACHER: Why?

CHILD: Because you allowed us to decide things and carry on lessons.

TEACHER: Was it democratic while I was away?

ALL: No.

TEACHER: Why?

NELLIE: We didn't have the kind of classroom we put on our paper or the kind we had before you went away.

TEACHER: What kind do you have now?

The children agreed they did not like a forced classroom but Claudia said we had to have it because we could not carry on. One child suggested he felt it had always been forced as I settled all disputes and arguments.

At this point I asked the question, "How might you have carried on while I was away?" Replies that came were:

1. The same as we do when you are here.
2. The way we know is right.
3. Follow after others.

TEACHER: Which way do you think best?

CHILDREN: The one where you think about it.

This account ends without reporting any sequel but it offers an illustration of the kind of thinking children do in the process of learning to be self-directive.

Leslee Bishop used similar procedure in securing guidance from his high school students.[2] At the same time the students were clarifying their ideas of teacher leadership. Mr. Bishop reports the discussion that took place when he asked his students to evaluate his teaching:

VIRGINIA: I like the fact that you have a sense of humor and can take a joke. You have attended all our parties and trips and we appreciate the fact that you will take time to be with us and have fun outside the classroom. We all know you can be serious too.

JUNE: It seemed kinda' funny at first for you to sit in the regular seats instead of behind your desk, but now I like it and we don't think of you so much as a teacher but more as a fellow-student.

MARY: I think the kids appreciate the fact that you will take time with us, maybe working on a report or even talking about dates and stuff. You know what I mean.

AUDREY: I think we ought to have more formal grammar. Sure, we get lots of practice in our speaking and our book reports, themes and journals, and everything you correct, but we have to take Latin and other subjects where we need to know the ins and outs of grammar. I think we should do lots more in class than we do. I like the reading program we've worked out; it's helped a lot.

GEORGE: How many points are you going to score in the faculty-intramural game?

CAROLYN: That's off the subject, George. You tell us that whoever is in front of the class is in charge, but sometimes we get restless and a little noisy. I think you should step in more often and tell us to be quiet. We are usually more quiet when you tell us than when some of our fellow students do.

JIM: Your reports have been good, and that's a kind of model for the rest of us to follow, even if we can't do as well. 'Course we expect you to know everything.

ROSE: This goes back to what Carolyn said. I disagree with her. If you stepped in and put your foot down every time then we'd never learn how to keep quiet by ourselves. We'd always do it because of what you would say. We have to learn self-discipline, that's one reason we're here. If the report or business is important and interesting the students won't want to do anything but listen. Besides we surely are old enough to begin learning how to take care of ourselves by now. If we don't know how, it's time we learned!

---

[2] The New School, Evanston Township High School, Evanston, Illinois.

It is obvious that the teachers being evaluated by their students in the manner illustrated in the two preceding examples have rapport with their pupils. It has come into being because the teachers have been honest with their groups, have not reacted negatively to criticism, and have let the students know they wanted assistance in the direction of the group work.

The atmosphere in which self-direction can best be fostered is one in which pupils feel secure, free to try new ideas, free to fail, free to be honest. A full description of the way teachers create such an atmosphere has already been presented in Chapter II.

Using Typical Class Activities

When teachers want children to be self-directing, it is not difficult to find ways for pupils to gain experience along this line. Not all the situations will be planned. As the following cases illustrate, almost any type of activity may be used by the teacher. The worth of the experience in promoting self-direction is affected primarily by the way the teacher conceives his role. If he is constantly seeking to determine whether he can withdraw and let the pupils solve their problems, the promotion of self-direction will occur many times daily.

In a kindergarten a dispute was a starting point:[3]

JAMES: I made a house with my blocks and while I was gone Billy took some of my blocks to make a train.

BILLY: I thought he was thru playing with them because he walked away and started to play with the clay. I needed some more blocks for my train.

TEACHER: James, I happened to notice that you left your house and joined the other children in clay work. Do you think it is fair just to leave your house standing when other children need blocks?

JAMES: No, I'll tell you what I'll do. I'll make a smaller house and let Billy use half the blocks.

TEACHER: That is a very good idea, James. Now, Billy, don't you think it would have been a better idea to ask James if he had finished with the house before you took his blocks?

BILLY: Yes, Miss G. I will do that next time.

The two boys walked away together in a friendly spirit. Several minutes later I noticed they were much elated over an idea they had captured to make a long train together. They had apparently forgotten their differences.

Altho leading questions were used by the teacher, the questions did

[3] From the professional diary of a student in a college class.

not tell the boys what to do. The children had an opportunity to express their opinion and they were allowed to work out the solution to their quarrel.

An illustration of the gradual development of self-direction in a first-grade group is found in the work of Clara Maye Wade:[4]

> As one means of developing self-direction in first-grade children a "morning service" was established very early in the year. This period occupied the beginning of the day and varied in length of time.
>
> The teacher acted as chairman during the beginning weeks of the year, being very careful to keep within the understanding of beginners in first grade. Later, little by little as the children matured sufficiently, more and more of the responsibility was shifted to them, even the reading of simple verses or passages from the Bible, care being taken that each child shared in his phase of development to the extent of his maturity.

The same procedure was followed with current events, sharing of interesting ideas, and class planning. In this class the guidance by example was withdrawn gradually as the class members demonstrated increasing skill in self-direction.

As pupils become concerned about worthwhile projects teacher control may be decreased and pupil self-direction proportionately increased. A group of seven-year-olds in Irene Fox's class planned and carried out their own project.[5] The teacher reports:

> The children use a work-play room so most of their projects arise from their activities there. They are never suggested or dictated by the teacher.
>
> One day Louise suggested a post office. She gathered her cronies about her in the back of the room to begin their planning. When they had formulated some plans, they included any child who was interested in the planning and play. Not until they were ready for construction did they come to me for advice. Up to that time they had depended on books and their own thinking and planning.
>
> As they built the post office they read in several books concerning its operation. I checked with them one day to be sure they knew the work of the various postal employees and the procedure in the post office. It was most interesting to note how they verified their information to be sure that the post office would operate smoothly. One day it was the number and kind of windows, another it was how to cancel a stamp or the information on a postmark. This project continued the rest of the year because of the interest in it.

Under the full drive of pupil purpose, the teacher became a resource person to whom pupils came for advice when they needed it.

---

[4] Creston Hills School, Oklahoma City, Oklahoma.
[5] Laboratory School, Kansas State Teachers College, Emporia, Kansas.

In the same class one pupil was behind the group in his desire to read. The teacher reports how the problem was handled:

> Jimmie showed no interest in reading during the first semester of second grade. Since child development was the most important consideration, there was no pressure put on him to begin to read. As the weeks went by his emotional tensions lessened and his interest in books became more noticeable . After Christmas he looked around for small books he could read. Soon he was reading material of a late first-grade level—if one must use these terms!
>
> During the next weeks, Jimmie's interest in books continued. He often just looked at some. But for increasingly longer periods he read in them. About this time his mother gave him "Bobby Spends a Nickel." Altho there were many words in the book which he did not know, he read it over and over again, memorizing phrases which were unfamiliar. Then he brought it to the group to read.
>
> This is only one of a number of incidents which indicate that Jimmie is beginning to take responsibility for his own living and learning.

The absence of pressure to conform to adult-imposed standards led the pupil to establish his own goals. Recognizing that children develop at varying rates, the teacher can make a major contribution to growth in self-direction by allowing the child to work at his own level.

Promoting Skill in Analysis

To develop self-direction the teacher must constantly extend to pupils the opportunity to participate in the direction of the class. But it does

With Growth Comes Interest and Skill in Reading



Indiana University

not stop here. Certain skills must be developed by the process. For example, the individual must have skill in analysis, analysis of self and of the environment. On an individual basis this means being able to recognize, accept, and use personal strengths and weaknesses; on a group basis it means being able to determine the factors that promote or handicap group progress.

In both types of analysis, objectivity—the ability to remove personal bias from a judgment—is a necessity. Objectivity is obtained only thru recognition of its desirability and thru opportunities to practice it.

Encouraging Individual Self-Analysis

A high degree of objectivity is found in an evaluation that a twelfth-grade boy at the Ohio State University made of his work:[6]

> I think that the plaque is fairly done, being as it's my first experience in ceramics. A good many mistakes were made but I think I profited from them all. If I had it to do over again I think I would not have done a plaque but a figure. I was pressed for ideas and I did not take an artistic idea. I learned much about glazes and slips, the chemicals and combinations for making different colored slips. I spent a little too much time on it for the value of it. I enjoyed the experience and at first it seemed as if nothing would turn out. I liked working with my hands altho I'm not very steady. I think I could have conserved time and thought it out more.

Many experiences in the evaluation of his own work lie back of this boy's statements. Ability to evaluate one's work objectively is one of the elements of self-direction.

One of the steps in helping pupils develop the ability to analyze their work is to give them access to information. The following plan was found to be effective in raising accomplishments in scholarship and citizenship in a junior high school:[7]

> Some of us at Randall have felt that our children were not working up to capacity and that they were unaware of how much better work they were capable of doing. Therefore, we directed our efforts toward providing activities which we felt would make them more aware of the levels at which they were working and would encourage higher standards of achievement.
>
> Beginning with the permanent record, the present average of each pupil in scholarship and citizenship was found. Each child was made aware of his average and plotted it on graph paper. This was kept up to date by pupils.

---

[6] Submitted by John Ramseyer, director of the University School, Ohio State University, Columbus, Ohio.

[7] Reported by Hazel B. Johnston and Mary G. Turner, Randall Junior High School, Washington, D. C.

The teachers reporting might have gone one step further in their plan by having pupils figure their own averages. The students might also have considered whether the means of evaluation used by the school were fair and adequate.

Class discussions of the work and actions of students help pupils to see themselves as others see them. It changes the situation from one in which students strive to please or displease the teacher to one where class members have access to the unprejudiced reactions of peers. How classmates gave eight-year-old Judy their reactions is reported by Mary McCune:[8]

> Judy is argumentative. Barbara, Judy's neighbor, complained one day that Judy snatched her book away from her while she was reading, then kept it and looked at the pictures. Judy scowled while Barbara told her side of the story. Next, as was our agreement, Judy, still looking disagreeable but sure of herself, came before the group to tell her side. She said she had had the book first and that Barbara had taken it from her desk before she was finished with it. She took the chance to grab it back when Barbara asked her to read a funny part. Barbara began to look sheepish now and the following conversation ensued:
>
> JEAN: Judy is right. She did have the book first.
>
> SALLY: Judy went to get the milk and Barbara took the book then.
>
> JOHN: Barbara told me to take the book for her when Judy left the room.
>
> COREEN: I saw Judy grab back the book. She wasn't finished with it. I think Judy was right.
>
> TEACHER: I think Judy was right in wanting the book back, Coreen, but I didn't like the way she took it back. How could Judy have gotten the book back without making Barbara angry?
>
> SANDRA: Barbara should have asked Judy politely.
>
> WALTER: That's what Barbara brought up the problem for because Judy grabbed the book from her, too.
>
> HARRY: You shouldn't take things from inside or on top of people's desks without permission.
>
> RICHARD: At home we can have some things if we ask first.
>
> FLINT: It makes you sore if you come back and your pencil or anything you were using has disappeared.
>
> ROBERT: But Judy didn't have to grab it from Barbara.
>
> TEACHER: Robert, that's a good point. How do you feel when anyone pulls something out of your hands?
>
> FLINT: I'd feel like punching back.
>
> HARRY: It makes you feel mad inside.

[8] Havemeyer School, Greenwich, Connecticut.

TEACHER: When do you feel like handing someone something politely?

LINDA: When they ask politely.

TEACHER: Should we make that agreement between ourselves now?

SANDRA: Ask people for things in a polite way with a smile.

GRETA: Hand things to people in this group this year.

TEACHER: Could we help Judy to settle a problem in any other way next time?

GRAY: She could say to you, "We need your help up here."

TEACHER: That's really the best suggestion, Gray. We promise to stop and help you, Judy. Now, who would you say began the difficulty? (Group thought Barbara did.)

TEACHER: Who did you think needed help most when Barbara told her side?

WALTER: I thought Judy did until she told her side.

TEACHER: Why is it fair to wait to hear all sides before we decide who needs help?

SALLY: Sometimes you could get mad at the wrong boy or girl. It wouldn't be his fault.

DALE: Judy wasn't looking mad when she told her side and we know Barbara started the trouble.

GRETA: Barbara's going to give the book back, too.

TEACHER: How do you think we could make people want to listen to friendly boys and girls and to help them? How could we get things we want without arguing?

DALE: Ask politely.

GRAY: Smile when you ask.

GRETA: Use a low voice.

BOBBY J: Always ask permission.

ROBERT B: Say, "We need your help" if it's a hard problem.

As pupils keep records of their work, establish criteria by which they feel they should be judged, and apply these criteria in the evaluation of their work and products, they grow in objectivity and in skill in analyzing themselves.

Helping Groups Analyze Themselves

Groups need to analyze their work as the basis for determining effectiveness, accomplishment, or future action. Intelligent self-direction for the individual is fostered by thoughtful participation in group self-analysis.

Such analysis may be made in different ways. A citizenship club spon-

sored by Addie Lea Head, seventh-grade teacher, evaluated a semester's work in a discussion period:[9]

TEACHER: We are reaching the close of our first semester's work. Will you think with me along these lines? What have we, as a group working together, accomplished? Can you name at least one thing that we have gained by working together this year in the club, something which is not a part of your regular school lessons?

JOHN: I feel the most important thing we have learned has been accepting more responsibility for things.

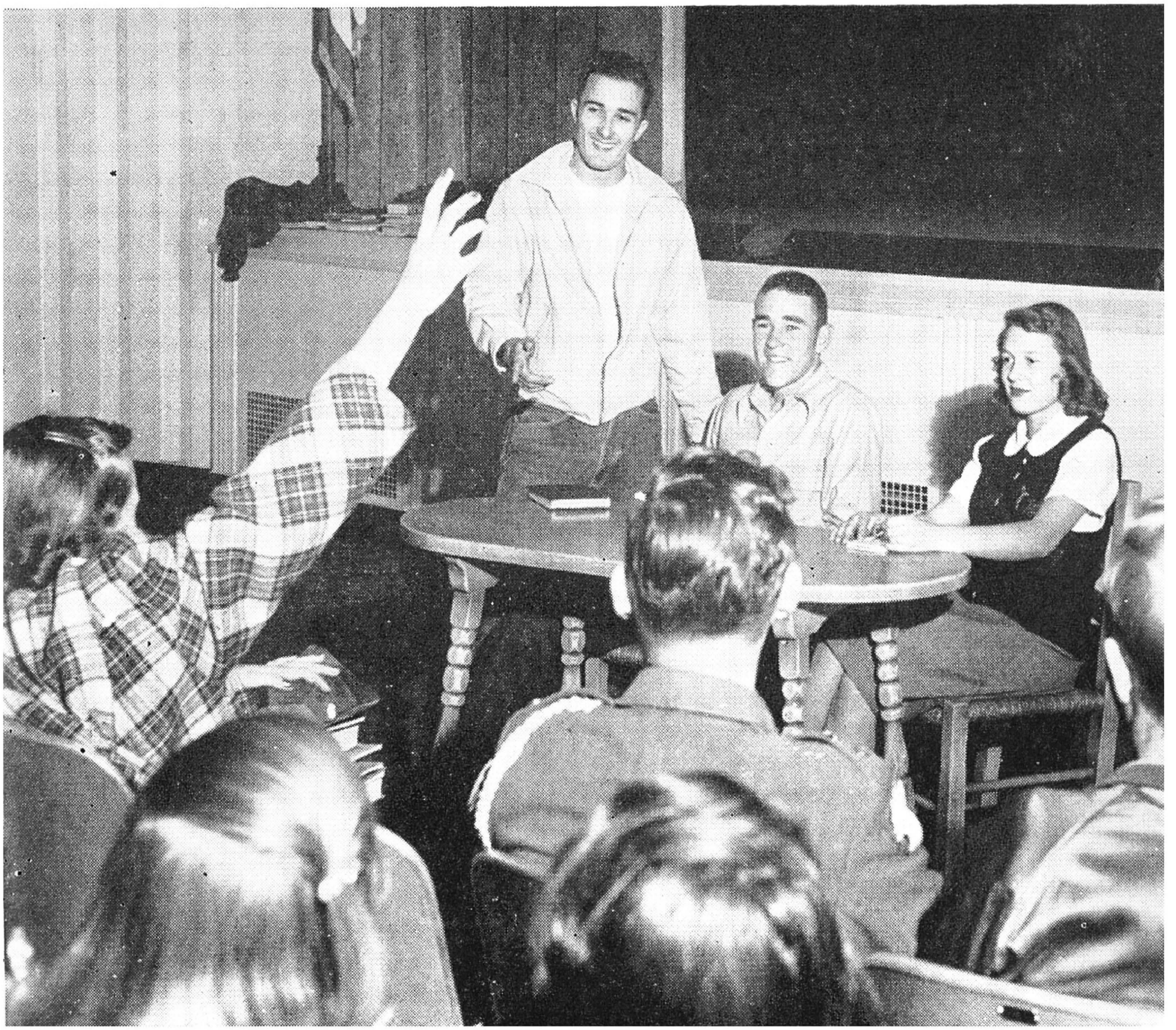
TEACHER: Will you tell us what you mean? Can you give some example?

JOHN: I remember that you explained to us that the responsibility of keeping our class orderly is really ours. When you are out of the room, we have learned to keep right on with what we are doing, just the same as we do when you are in here. Nobody seems to want to misbehave, at least not very much.

[9] Clinton P. Russell School, Dallas, Texas.

Adolescents Analyze and Judge Their Own Behavior

North Phoenix High School



FRANCES (the club president): Another important thing we have done this year is to help look after the little children in the halls. I noticed that all of us seem to feel responsible. Sylvia, Jackie, and Yvonne found a little first-grade boy crying because he could not find his coat and cap. They found them for him and sent him home. They did not even call the teacher.

DON: On the playground, I've seen Joe Bob break up two or three fights. He always helps the little boys get their troubles straightened out. One little boy got his foot hurt, and Joe Bob went to see about him and took him to the teacher.

PATRICIA: I noticed how friendly the club members were when I came here. I have changed schools from several different states, and I think this is the most friendly school I have seen. The boys and girls told me about the club and helped me to get acquainted.

BETTY: I came here from another state, too. There the pupils laughed at me and teased me because I am so small for my age. Here I never think about it.

PAUL: I was very timid when I came here. I still am, but the boys in the club have helped me a lot.

JOE BOB: I think Buddy has done a lot of good. Every week he checks and grades our lockers. Four of us have to use one locker, and he always sees that we keep them neat and clean. It gives our front hall a better appearance when people come to see us.

SHIRLEY: Since we've had our club and made so many oral talks, I feel that I can talk so much better when I go anywhere. I think the club work has helped more in that way than any other.

ANNA: I heard some teachers talking about me. It made me "mad" and I decided to show them what I could do.

DELLA JO: I think we all try to take better care of our library books. Last week Jerry brought in a book that someone left lying outside.

MELVA JO: I do not think of anything *special,* but I notice how we all seem to have grown up more, and I don't think we misbehave nearly so much. Of course, sometimes we do.

The interlocking nature of individual and group analysis is clearly demonstrated in the preceding illustrations.

An analysis of an unsatisfactory experience was made thru role-playing or socio-drama by John McGill's sixth-grade class.[10]

The teacher reports that at first role-playing had been treated by the group as a novelty but now that the children had become used to it, it was a serious enterprise:

> On one occasion two mothers were in the room. The children were at work, most of them at their tables, but a few were moving

[10] Public Schools, Elmont, New York. Mr. McGill is now in the Laboratory School, State Teachers College, Potsdam, New York.

about the room. Suddenly a fight flared up between a boy and a girl. From their stories and the reports of others, we learned that Tom had been passing by Joan's desk and each time he passed he either budged the table or bumped her arm until finally Joan up and slapped him. Tom, taken by surprise, was resentful and slapped back.

We cleared the corner of the room, and with the very scene of the incident as our stage, two children volunteered to re-enact the situation so we could all see it and discuss it. They did a good job. All the children and mothers had some comments. We located the cause of the trouble, realized how the fight started, and decided on some ways we could act to avoid such difficulties. One of the most important suggestions for remedying such a situation came from a boy who said that we should move the groups of tables farther apart so that people could get by easier.

About this time the mothers left and we talked about their comments. I asked the class to pretend they were mothers and fathers who had seen such a thing. "What would you say then," I asked. Again we had some interesting remarks. Finally we replayed the scene. This time the players were to show how the fight could have been avoided or the misunderstanding settled in a friendly way. This scene in contrast to the first one made the lesson we were learning obvious and meaningful.

Time was running out when one girl suggested that Tom and Joan should do it so that they would feel better. They could "patch things up" this way. So Tom and Joan ran thru the scene and came up smiling.

A more mature analysis was made thru use of role-playing by a tenth-grade class:[11]

It was necessary for the instructor to be absent from school two days because of illness. One of the Basic Living classes openly rebelled against the substitute teacher on the second day; whereupon she called in the Dean of Boys to discipline the class.

Upon the instructor's return he was informed by a few members of the class that all had not gone well during his absence. After many disconnected comments and explanations, the class was asked if they would like to dramatize the situation so that all of them together could analyze the various elements of the incident. This they readily agreed to do and did forthwith in a very realistic manner. As the socio-drama unfolded, a few questions were interjected to get the group thinking about the causes for the occurrence.

In the discussion after the socio-drama the following conclusions were reached:

1. The substitute teacher entered the room with a chip on her shoulder because of past experiences with some mem-

[11] Melvin J. Hetland, Battle Creek High School, Battle Creek, Michigan.

bers of the group and immediately assumed a dictatorial attitude, as if expecting trouble.

2. The students immediately became so resentful that they refused to do anything she told them.
3. The Dean of Boys did the only thing he could do, back up the substitute teacher. (This was a student contribution, agreed to by a majority.)
4. The instructor was at fault in not preparing the substitute with adequate information concerning the class and its work at the time.
5. The entire situation was very unfortunate and could have been avoided if the substitute had entered the class with a friendly attitude or at least a neutral one.
6. Emotions are very powerful and seem to constitute a chain reaction that leaves reason far behind.
7. Prejudice against individuals does not decrease of and by itself.

Additional examples of the ways groups analyze their procedures can be found in the chapters on cooperative learning and evaluation.

Developing Ability To Make Intelligent Choices

Increase in ability to make intelligent choices is effected by giving pupils opportunities to make decisions and helping them formulate courses of action.

Providing Situations Where Pupils Make Decisions

It is important that the daily program be planned with enough time allowed for sharing, discussing, planning, and judging. The following report from Katharyn Renfroe illustrates how provision is made in her first grade for developing self-direction:[12]

> In our room we have a sharing period each morning after our opening exercises. During this time the children take charge. One child is chosen to be the leader or chairman. He calls on the members of the class who have something of interest to show or tell to the group. Sometimes, if the teacher is called out of the room, she asks each child to tell and then choose the one to tell next. In this way the children learn to direct their own discussion groups.
>
> After the "Show and Tell Time" is over, the teacher and children discuss their plans for the day. As each decision is made, the teacher writes it on the blackboard, under the date. When all the plans have been completed, the children read the plans from the board over again so that each child understands the words and

[12] Brock Park School, Oklahoma City, Oklahoma.

can refer to the chart thruout the day. In this way each child learns to find out for himself what he should do next, and he can gain much satisfaction from his ability to check his own work and decide when he is ready to made other choices.

Our children learn what they can choose to do during the "quiet time" when they have finished their regular work. They learn how to stir the paints and clean up after they have painted a picture. They learn to get out and use and put away the clay, puzzles, games, letters, slates, Tinker Toys, and other things without disturbing others. As long as they can take care of themselves without bothering those around them, they have the privilege of directing their own activities.

Each morning we ask one child from each row to pass out the crayons. The children always know whose turn comes next and there is never any confusion in this respect. We also appoint housekeepers each week. These children take care of the books and supplies and take the responsibility of straightening our schoolroom before they leave.

All these activities help the children to become more independent in thought and action. Since each child's actions are observed by the whole group, each child learns better self-direction thru the approval or disapproval of the group. The children learn to go on with their work whether the teacher is in the room or not.

Mary McCune has three periods a day when pupils get together to evaluate and plan together.[13] Says this teacher:

We always meet, as a group, at nine o'clock in the circle. Here we make our plans for the day and since all children understand what the plans are, they can fit them into their day without disturbing me when I'm with individuals or small groups. This meeting in a circle also provides a time for anyone to get help with any problem, and it gives a feeling of "group togetherness and solidarity."

We meet again after lunch to check on how well we have accomplished our individual, self-directed academic work which we call our "Musts." We give help on how to accomplish the "Musts" before closing time. Each day presents new needs. We discuss "Musts" of the day before, hear someone who has greatly improved his flash cards, or analyze spelling errors. We emphasize the good quality of someone's work, teach sounds or review them as required, come to new agreements, discard old ones if we've outgrown them, give attention to just any problem that needs it to improve the quality of the living in the room.

We get together just before we go home, too, to collect our thoughts and speak about a few points that will start us on our way next morning without teacher help. Sometimes a poem is read or even dramatized to send us home in a relaxed, pleasant frame of mind.

[13] Havemeyer School, Greenwich, Connecticut.

Large blocks of time with a class enable a teacher to give pupils more of a part in making decisions. The possibilities are seen in Mildred Rickard's fourth grade:[14]

> The children were taken out of a platoon setting and placed under one teacher's guidance for the entire day with all subjects taught in one room by one teacher. Just what the reaction would be was doubtful. Could the program be so enriched that it would hold their interest for the entire day without the able assistance of the so-called "special teachers?"
>
> We began with the organization of the class on a democratic basis with a chairman and various committee heads. Meetings were held, committees were formed, decisions reached and before long things were really happening with the children all having a part. Each child had a goal to attain, a purpose to see successfully carried out.
>
> Our first unit of study had its origin in a discussion period on vacations. This gradually grew into the larger experience unit called "The Family Takes a Trip." Committees took over various vacation areas. Almost at once the teacher found herself in a maze of questions, "Where do we find out about national parks?" "Where do we look to find out about California, about Canada, about transportation, about this, that, and the other thing?"
>
> As is often the case in such a unit of study we dropped everything and brought the problems before the group. It was decided since only a few had been to many of these places and since every committee had the responsibility of working on its own contribution to bring before the group, each would have to "find out" for himself and solve his own problems to the best of his ability. This was the beginning of real self-direction in the group. After seven months planning together, working together, living together, this fifth-grade class has truly developed into one that initiates and plans procedures, is resourceful and self-reliant, and studies a situation before making decisions.

Creating Opportunities for Self-Direction in Class Work

Finding time for self-directed activity has proved more difficult in secondary schools which in many cases have restricted pupil planning and deciding to homeroom and activity periods. However, when teachers believe it important to promote self-direction, they can do a great deal of it in regular class periods.

A free reading program was the way Nancy Wilson started:[15]

> Many of our pupils leave high school and seldom read a book again. The required reading lists and the book reports that are often part of our English courses have many times given pupils a distaste for reading.

---

[14] Hawthorne School, Oklahoma City, Oklahoma.
[15] St. Clair County High School, Odenville, Alabama.

With these ideas in mind, I set about organizing a free reading program in my senior high school English classes. One day a week was set aside for free reading. Each student was allowed to choose any book from the main library or the class collection. If he found the book uninteresting or too difficult, he was encouraged to choose another book. Books were often discussed, but no formal reports were required. Each child kept a record of the books read. He indicated whether or not he read the entire book. A brief comment as to difficulty and interest was made. These comments helped me in recommending books to other pupils.

Since the library was inadequate the pupils agreed that it would be wise to pool the money which they would usually spend for textbooks. With this money supplementary texts, reference materials, and books for recreational reading (fiction, biography, short stories, plays, books on aviation) were bought. The pupils themselves helped to make the selection. Reading tests were given at the beginning of the term. Since there were quite a few retarded readers in the class, books as low as the seventh-grade level were chosen.

Helen Merritt reorganized her class in problems of democracy to provide more self-directed activity: [16]

With the removal of war-time transportation difficulties, adequate library facilities were again available to the pupils of our school. The time seemed ripe to make a transition to what may be called a more progressive approach to the teaching of the classes in problems of democracy. Altho pupils had shown reasonable enthusiasm for their work and were given some choice in the selection of the problems to be studied, I believed that much might be gained in motivation and in character development if each pupil could come to feel that a problem was really his own. An identity with the adult world might be established were the pupil to grapple with some problem about which he knew adults were concerned.

By way of orientation, two class periods were spent in the library where the pupils were introduced to the general setup of libraries as well as to the tools and materials which would prove helpful to their investigation. This was followed by two periods spent in laying the groundwork for what I termed an experiment on which we would embark together. Considerable effort was used to catch the interest and imagination of each pupil. The burden of making the class an interesting one was to be theirs. The basis for judging the quality of the work was to be how much each contributed to class activity and how much proof each could offer that he had mastered his problem.

The procedure from this point on was as follows: Class discussion of possible subjects which led to the choice of such problems as displaced persons, T.V.A., aid to Europe, the Hughes-Meyers con-

[16] Darien High School, Darien, Connecticut.

troversy, rehabilitation of veterans, cartels, conservation, and tariff; a summary of class suggestions with additional ones from the teacher of what was to be looked for and what was to be included in the final report. These suggestions, which were to be indicative rather than mandatory, included a brief background of the problem, present status, proposals for solutions, pertinent legislation, agreements or programs suggested or adopted, and personalities connected with the problem. Finally, conclusions based upon the material were to be arrived at. Emphasis was placed upon the tentative nature of these conclusions and their dependence upon fact and not upon opinion.

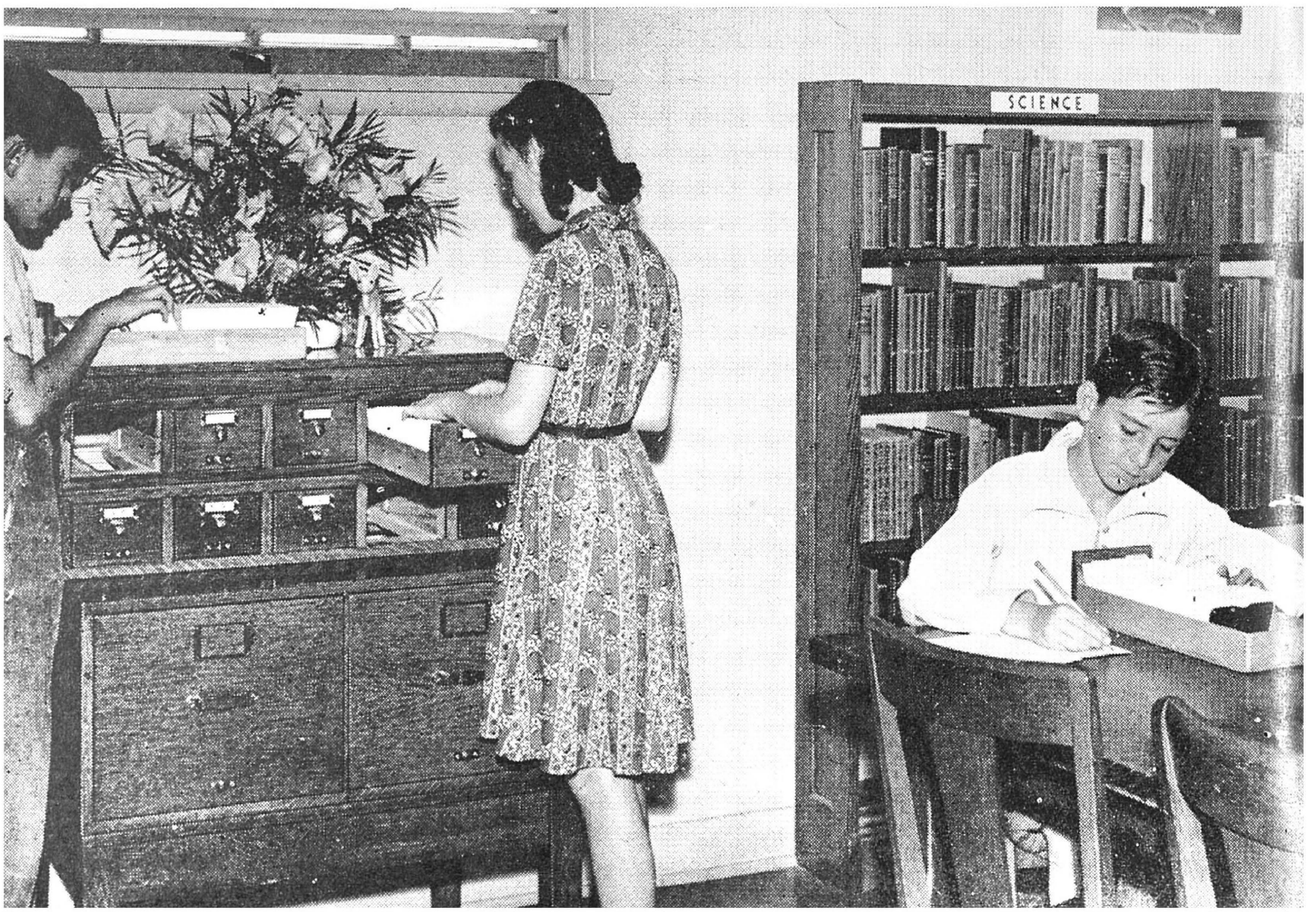
Classroom time was devoted to discussion of difficulties encountered, suggestions for resolution, stalemates in the choice of a problem, location of source materials, reports of progress and content. Particular stress was placed upon current aspects of the problem from which heated discussion occasionally arose. For example, the problem of displaced persons disclosed considerable difference of opinion. Short papers on the values received from the work were written at the end of ten weeks. This was purposely placed previous to the time of final grades so that no confusion might arise between values derived in the progress and grades received.

Toward the end of the semester, an opportunity was given for pupils to criticize procedures and technics used in order that the next class might receive the benefit of the criticisms.

Core courses which have been introduced in some secondary schools offer even more opportunity for self-direction on the part of students.

Skill in Using All Kinds of Materials Is Necessary

Long Beach Public Schools



Viola O'Bryant reports satisfaction with a core program organized on the following basis:[17]

> The core program utilizes a two-period block of time in the senior high school daily schedule. During these two periods the students are under the guidance of one faculty member. It is the function of the core teacher to guide the students in planning in terms of the immediate and long-range problems of study. Within this framework, however, provision is made for individual differences and for the development of skills and fundamentals.
>
> The problem approach is utilized in developing the problems of study. This procedure provides for student experiences in planning, in assuming responsibility, in critical thinking, in self-direction, in creativeness, in taking social action, and in evaluating.[18]

The study of controversial issues on which not all members of the community hold the same opinion has proved to be a fertile opportunity developing skill in problem-solving. The following is an account of how one group attacked an issue which was causing much discussion and which had become controversial because of the local politics involved:[19]

> A local issue concerning a change in the form of city government was of much interest to some members of a ninth-grade core group. The issue was of town interest and the movement caused much discussion among the lay people. The question was brought up by a student during an informal discussion period. Ideas and opinions were given by individuals.
>
> The teacher guided the group into doing research on the subject before making decisions. This led to a study of forms of city government. Intensive work was done by small groups for a short period. Students who had lived or visited in towns where different forms were in operation made contributions.
>
> Activities planned, executed, and evaluated by pupil-teacher participation included panel and group discussions; short talks; town meetings showing the different forms in operation; and zone maps, charts, and posters made and explained.
>
> Individual activities included experiences in learning to interpret charts showing structure of forms; to select and organize materials; and to preside over meetings, lead discussions, and serve as moderator of panel groups.
>
> Thruout the study students grew to realize that it is a citizen's duty to understand all factors involved in an issue in order to vote wisely, to discuss intelligently, and to participate effectively in community affairs.

---

[17] Lexington High School, Lexington, Alabama.
[18] For a more detailed account of the operation of a core group see p. 139-42.
[19] Reported by Mary Lamb, Troy High School, Troy, Alabama.

Helping Pupils Formulate and Test Courses of Action

An important skill in self-direction is formulating and testing a course of action. After the situation has been studied, possible solutions must be considered and a decision reached as to which one to try.

The process of formulating a course of action involves abstract testing. Will it accomplish what we want? Can we do it in the time we have? Is it better than the other solutions we are considering? Such questions are raised concerning each course of action suggested. Dallas Conklin's seventh-grade students were confronted with a choice:[20]

> "They *made* you do your work where I used to live back East," said John in a sullen tone. John was suffering from remorse. He had not completed his arithmetic assignment. His grade was very low. There were drawings of airplanes on his paper.
>
> His teacher looked inquiringly at the faces of the others in the class. It was apparent from their expressions that they expected her to do something about a remark of that sort. Was this a challenge to put her on the defensive? Never. This was the perfect introductory remark. This was a hoped for opportunity to face the class with an issue which might be called "teacher authority versus pupil self-responsibility."
>
> It was a new class. Pupils were just beginning to become adjusted to one another and to a strange teacher. She suggested that they put aside their work for a little while in order to discuss this issue.
>
> "Suppose we list the ways by which a teacher can *make* a pupil finish his arithmetic," she suggested in a tone which implied that there was certainly nothing wrong in such methods. From the pupils came the well-known, time-tried, and worn ways: keep him after school; send for his parents; give him a low grade on his report card; make him do his work at home; punish him by not allowing him to go to assemblies; send him to the office; fail him.
>
> As these threats became more dire, the teacher interrupted her writing at the blackboard to present a challenge to the pupils.
>
> "You have set up a very dismal routine for yourselves," she said. "You want me to be a tyrant standing over you with an imaginary club; you want me to spend my teaching ability thinking up punishments; you want me to become annoyed and unpleasant to live with; you want me to stay after school to punish pupils so that I will have less time to refresh my mind and body with healthy out-of-school activities. And worst of all, you make your school work sound like some horrible drudgery. Is this really the kind of class that would make you feel successful and happy?
>
> The children responded with a despairing, "No!"
>
> Taking a constructive lead at this time, the teacher said, "Let's

[20] Jefferson Junior High School, Long Beach, California.

work out a different kind of plan. I'll write these items on the board. You can discuss them and then vote as to whether you approve."

- Each time we take up a new arithmetic process we will decide in just what way it fits your needs; in other words, how you can apply it.

I will do my best to teach you how to do the work. I will use several different "slants" because different people get the idea in different ways.

We will plan our class period so that there will be a quiet work time. Also, we may divide the class into groups according to the way people work.

We will check and grade every bit of work you do so that you will never feel that your time is being spent just "doing" it.

You will keep a folder in which you will file all of your corrected papers.

You will have a record sheet on which you will record the date, page, and grade of each assignment.

We will have a period each week for filing papers and bringing records up to date.

I will also keep your grades in my record book.

Your progress will be important primarily to *you* and secondarily to me.

Miss Conklin reports that the group accepted her proposals and that they held an "accounting" period each Friday. During the year they seemed to forget their desire for teacher authority as they grew into greater responsibility for their own progress.

At the high school level Robert Blake's chemistry club was asked to prepare an assembly program suitable for sophomores.[21] This invitation gave the students large opportunity to formulate and test a course of action:

> Several meetings were called to collect ideas. At this point in their classroom work they had seen the action of indicators, solutions, gels, ionization, crystals, and many other chemical phenomena dealing with the most common of chemicals, water. They decided that the subject, "water," had the most possibilities for an interesting group of demonstrations. They further decided that, while parts of the program ought to be instructive, the sophomore class would be particularly interested in seeing an amusing and mystifying program. (The wisdom these seniors showed in discussing the interests and reactions of underclassmen was amazing.) With these decisions in mind, each student combed reference books, texts, and laboratory manuals for demonstrations involving water or

[21] Stratford High School, Stratford, Connecticut.

chemicals that looked like water. Each demonstration was tried and the directions including specific amounts of chemicals and notes as to the best procedure were written on an index card until about thirty-six demonstrations were listed.

At this point about eight of the most interested students began meeting together grouping the demonstrations into related groups and developing characters and dialog which would present the material in a logical and interesting manner.

The scene revolved around the professor who was teaching a class the properties and uses of water. Among his guest lecturers were an artist who painted with "water colors" getting colored precipitates from colorless solutions; a fireman, who in the process of explaining the use of fire extinguishers started several spontaneous fires and explosions by pouring "water" on combustible material; a prospector, who nearly went mad from thirst when drinking "water" which changed into six different colors; a research man who made "water" run uphill or freeze to "ice" on command; and finally, the scrub woman who could wash out iodine stains in a second, wash colored cloth so that it turned to a different brighter color, and burn cloth without even scorching it.

The success of the project might be measured by several specific incidents. Much of the rehearsal of dialog was done during vacation and evenings without the presence of the adult adviser; in fact several parts of the final performance were new to him. During the performance several demonstrations went unexpectedly, but the participants carried on in such a manner that no one but themselves knew it. Furthermore, interest in self-directed experimentation did not end with the presentation of the program. Within a week after the performance three of the students who took part had started on individual projects developing from their own interests and intellectual curiosity.

The students' behavior during the actual performance was an indication that the formulation and verbal testing had been good.

Students may help each other to formulate and test plans of action. In the following story, Muriel C. Hampton recounts the events which occurred in her fourth-grade class. When a new boy entered, the children had the experience of reviewing their accomplishments to orient him to their situation and also of helping him evaluate his plans for a contribution to the class project:[22]

> Jim had enrolled in the fourth grade at a time when most of the shipmodels being built for the classroom harbor were nearly completed. The children welcomed another builder and listed for Jim the equipment and craft which they felt were still needed: (a) new lighthouse, (b) more wharves, (c) marine crane, (d) cargo, (e) another tugboat, (f) drawbridge, and (g) lighthouse tender.

[22] Arroyo Seco Elementary School, Pasadena, California.

The new boy decided to make a tugboat. After he had pored over the books and pictures in the research file he was ready to present his written construction plans to the group.

"The name of my tugboat is *The Golden Prince.* It will be 12 inches long," Jim read from his "blueprint." "The beam will be 3 inches, the pilot house 2½ inches high, the cabin about 3 inches wide, and the funnel 3 inches high."

Hands shot up all over the room, but Charles couldn't wait to be recognized by Jim. "Twelve inches is 'way too long for a tugboat," he said excitedly. "It would be too big for our harbor."

"Why, that's as long as David's Coast Guard cutter," cried Mary.

"What kind of tug are you making?" Peter asked. "Is it a seagoing tug? They are bigger."

"Yes, but even for a seagoing tug 12 inches is too long. *The Little Giant* is a seagoing tug, and it's only 10 inches long. Isn't it, John?" Raymond turned to John for confirmation.

Jim looked at his ruler and at the models being held up for his inspection. "Well, mine's a harbor tug," he said thoughtfully. "I could make it shorter. Maybe 9½ inches."

"Oh, no! Eight inches would be much better," said Molly with emphasis. "Look. *The Cormoll* is 20 inches long and tugs should look little along side of a cargo ship."

Larry interrupted her. "I think 9 inches would be OK. That's an inch shorter than *The Little Giant.*"

Cries of "Nine inches!" and "Eight inches!" came from several children.

"Let's vote!" Bob called, offering the favorite solution for all difficulties. "How many think that the new tug should be 9 inches long? . . . How many think 8 inches? . . . It's a tie," he announced, turning to the teacher.

"Isn't either length suitable for our harbor?" asked the teacher. "Yes," agreed the children.

"Then," said the teacher, "why not let Jim make the decision himself?"

Jim twinkled. "Eight and a half inches," he said, and pencilled the correction on his paper.

"I think that the rest of your plan is good," said Molly. Several others nodded their approval, but not everyone was satisfied as yet.

"How wide did you say your cabin would be?" came unexpectedly from Jack, who had been toying with his ruler, apparently not following the discussion too closely.

Jim consulted his drawing. "Oh, about 3 inches."

"Well, the beam of your tug is 3 inches. If you make a 2-inch cabin you could have ½-inch deck on each side," announced Jack.

"How long is the cabin?" asked Larry and Joseph together.

Jim looked at his figures. "I don't know. I didn't plan that."

"You've got to leave room for the stern bitt," warned Susie.

The teacher spoke. "Shall we let Jim think about the measurements of the cabin and ask him tomorrow?'

"Yes."

"Show your paper pattern for the hull," requested Margaret. Jim complied.

There were murmurs of approval. "That's good."

"The bow should be more pointed," said someone from the back of the group.

"No, it's all right," said several at once. "It's just right for a tug's bow."

"I think that Jim could start making the hull today. He's ready," said Allan.

"Those who agree with Allan please raise your hands," said the teacher.

Jim took in the unanimous vote at a glance and started happily toward the lumber rack.

The teacher increased group and individual self-direction by remaining in the background and leaving the presentation of all considerations and the final decision to the class.

Geneva Hood's third grade took an additional step by establishing criteria by which they evaluated their action:[23]

> One morning, when the third-grade children were in the circle, planning their work and making plans for evaluating their work, one child spoke up and said, "Why can't we make our own report cards and check ourselves every day?"
>
> I found out that the children didn't like their report cards because they couldn't tell anything about them. But, if they were to make their own and grade themselves, then not only they but their parents would know what they were doing. They made suggestions about what they thought were important things to consider, all agreeing that the "behavior" was the first thing to consider. After much discussion they decided the most important things were:
>
> | | |
> |---|---|
> | Have good manners | Be a good listener |
> | Be a good sport | Be a good example |
>
> For their work the important things were:
>
> | | |
> |---|---|
> | Finish work | Work well with others |
> | Carry out directions | Be accurate |

[23] Nichols Hills School, Oklahoma City, Oklahoma.

Each made his own chart, for one month, having a place to check every day.

After trying it out, the children decided it was inadequate, that they would like to add some more. To the "behavior" they added:

Be honest with myself Watch myself

and to "work" they added:

Be neat Extra work

They have never lost interest in keeping the chart and are very conscientious about checking themselves. No one ever sees the chart until the parent comes for a personal conference. Then the child explains it to us. I feel that it has taken care of almost all of our discipline problems and has certainly helped in forming good work habits.

As values are developed, the individual and the group have a set of standards by which to judge their action. The combination of a pattern of values and skill in evaluative procedures is basic to self-direction.

Increasing Responsibility for Behavior

The third aspect of self-direction is self-discipline. Teachers who want pupils to be self-directive gradually allow pupils to assume control over their own actions. If this relaxation of teacher control is accompanied by help in analyzing self and situations and by appropriate guidance in formulating and testing courses of action, no risk of inefficient education is courted. On the contrary, only then is education truly effective.

Self-discipline involves forcing oneself to live up to commitments, to the demands of the situation, and to restrictions imposed by a consideration of others. How far this goes beyond the usual concept of discipline in the school! Ability to fight off the distractions of the environment and carry out responsibilities, a plan, or a commitment is learned thru experience.

Assuming Responsibility for Surroundings

Giving pupils responsibility for keeping the schoolroom environment orderly is one device Mary McCune used in developing pupil self-control.[24] She describes one incident in this connection:

MARY D: I take care of desks and Harry's is very messed up.

GRETA: Last month I had desks and it was untidy then, too.

TEACHER: Who can help Harry?

FRANCES: You could fold all your yellow papers together, Harry.

[24] Havemeyer School, Greenwich, Connecticut.

BOBBY J: Here's an elastic to put around your flash cards, Harry.

BARBARA H: You should take the magazines you shared with us home tonight.

SANDRA (looking inside): Want me to put those specimens in the science corner, Harry?

TEACHER: The children have given you real help, Harry. We're going to games now. Come along when you've finished. (Harry begins folding the papers mentioned.)

GRAY: I'd be glad to stay and help Harry finish so he won't lose so much game time.

BARBARA H: I'll stay too, Gray.

TEACHER (to Mary): I'm glad you discussed Harry's problem with us. No one can keep his desk clean if he doesn't realize it's untidy. I was pleased to see how happy Barbara H. and Gray were to stay and help Harry even during "Game Time." We'll save the best game 'til you three come down because we want to help, too. We appreciate willing helpers.

MARY: Harry took our help with a smile.

CHARLES: He's hurrying to obey, too.

Teacher encouragement and assistance in living up to responsibilities are an important aspect of the learning situation.

Living Up to Group Standards

Failure to live up to group-imposed standards of responsibility and conduct was used by Emma Carey as the basis for a class-learning situation.[25]

> Jack, a seven-year-old boy, came from a most unhappy home, a home which resorted to corporal punishment when on the slightest provocation the boy's behavior displeased the parents. On at least one occasion Jack had come to school having been seriously punished at night and in the morning having gone without breakfast. On such an occasion Jack became somewhat noisy and unruly when his class visited the library. On returning to his classroom he was asked what book he had selected from the library. He lost complete control of himself; hurled books, scissors, paste; and screamed. Following is the verbatim report of the teacher concerning what transpired between Jack and the group after he became quieted.
>
> TEACHER: Children, Jack and I need your help. Let us go to the circle and talk things over. (Teacher took him by the hand and held him near her.)
>
> CHILD: What made you so mad, Jack?

[25] Lillian Rice School, Chula Vista, California.

CHILD: I didn't tattle, Jack, but you did make lots of noise in the corridor.

CHILD: Yes, and you made noise in the library, too.

CHILD: The sixth graders were very quiet so we could use the library.

CHILD: Everyone else was quiet except Jack—and Jean tried to make him keep still.

CHILD: Jean wasn't very nice to Jack.

CHILD: How about it, Jean, did you try to be nice?

JEAN: Well, he wouldn't be quiet. I asked him nicely at first.

JANE: I told Jack he shouldn't make a noise.

TEACHER: Maybe Jack didn't know why he should be quiet.

JACK: Oh, Mrs. Carey, you know I know.

TEACHER: Jack, don't you want to sit on a chair?

(Jack shook his head.)

TEACHER: We are just talking about what happened. We want to talk about helping one another.

CHILD: I did try to help when I asked him to be quiet.

CHILD: Jack doesn't like to be bossed.

TEACHER: What is the difference between helping and bossing?

CHILD: You like people who help you.

CHILD: Helpers are friendly; bosses are mean.

TEACHER: Well, then it's hard to learn how to be a real helper, isn't it?

CHILD: We can learn how to make them like it.

TEACHER: How do you suppose we can do that?

CHILD: Everyone has more fun when we don't act mean.

CHILD: We can remember it's nicer when people are happy.

CHILD: We can think if what we are doing bothers other people.

TEACHER: Jack, would you like a chair now?

JACK: Can I sit right here?

(Several children offered their chairs, and Jack put his next to the teacher.)

TEACHER: There are so many ways we can be helpful to people. Shall we see if we can make a list of ways to be helpful? Jack, you can see the board better if you put your chair in the circle.

Jack moved into the group very willingly as children moved to make room for him.

CHILD: We should be quiet in the corridors.

TEACHER: Just in the corridors?

CHILDREN: Oh, no.

TEACHER: All the time.

CHILD: Just at quiet work time or when others would be bothered.

TEACHER: How can we tell?

CHILD: Think what others are doing.

CHILD: We should not get angry when people are trying to be helpful.

TEACHER: Jack, do you have any suggestions?

JACK: I don't think we need any more.

CHILD: Oh, look what time it is!

TEACHER: It is time for our recess. Let's get ready.

Immediately all of the children, including Jack, straightened a very upset room and all went happily out to recess. (Incident closed.)

After several weeks Jack has been a happy member of the group. The home conditions have been improved and the children receive warm lunches at noon. Jack is helpful in the room and has brought more things for our "Grocery Store" than any other child. He was given the "big brother" assignment to a boy entering our class, and in spite of the fact that the boy was unexpectedly unruly, Jack handled the situation very nicely. The new boy is another challenge to us.

Promoting Self-Control thru Pupil Organization

One of the most common ways secondary schools have been providing opportunities for self-control has been in student activities. John A. Johnson reports that children and youth assume responsibility for many phases of the intramural programs in Des Moines, Iowa:[26]

> The student council (for junior high schools) elects or appoints an athletic committee. This committee has the general supervision of the intramural program. The committee, in consultation with the physical-education instructors, determines the type of tournament to be held in a specific sport. The committee makes the drawings, the time schedules, and the field assignments. These students also help determine general policies and supervise the making of awards.
>
> Each homeroom elects a boy and a girl to act as sport chairmen. These chairmen see that the members of the homeroom are informed as to schedule, check on parents' consent cards and other details. The physical-education instructors appoint the members of the officials' or leaders' club. The members of this club meet regularly with the physical-education instructors and receive instructions in rules, organization, and procedures. When qualified, the members of this club act as officials for the games. The officials'

[26] Supervisor of Physical Education, Public Schools, Des Moines, Iowa.

club also selects students to act as score keepers, record keepers, and equipment managers. They also appoint certain members to see that the information pertaining to intramural activities is put in the school bulletin and on the proper bulletin board.

A greater sense of responsibility is shown when pupils become concerned for the welfare of others and take steps to meet the requirements of the situation as they see them. Eula Lee Kilpatrick describes the way an elementary-school council went beyond the local school:[27]

> The council is composed of two representatives from each of the eighteen homerooms in the school. These representatives were elected by the student body. They met each Wednesday to discuss problems of safety and safety precautions in and around the school building, pedestrian safety, fire hazards, and safety in the home. The work of the representative group carries its findings and recommendations to the entire student body thru classroom safety programs and discussions, or assembly programs.
>
> The school organization has grown with the formation of several neighborhood clubs for the purpose of promoting the interest of the parents, pre-school-age children, and neighbors in safety problems.
>
> Practically every street in the school district now has one of these Neighborhood Safety Clubs which was organized by a school child. These groups meet once a week after school or on Saturday. One child reported:
>
> There are about twenty-one children on my street. We elected officers and talked about home safety. Here are some of the rules:
>
> 1. You should not leave glass in your yard and the reason is somebody might step on it without shoes.
> 2. Keep matches away from small children.
> 3. Do not leave toys lying around. The reason is somebody might fall and break an arm or leg.
> 4. Do not stand up in a rocking chair.
> 5. Do not sit on a window sill with the window open.
> 6. Do not play around hot water.

Encouraging Groups To Help Individual Members

The class group may assume responsibility for helping one of its members as Vera Darson's eighth grade did:[28]

> Last year a new boy joined our group. He was a nice looking boy, muscular, and well-built. School work was easy for him. He read well, spelled well, worked arithmetic with ease, had a flair for art, sang beautifully, and was an outstanding athlete.

[27] Sequoyah School, Oklahoma City, Oklahoma.
[28] Rigler School, Portland, Oregon.

When his records arrived the teacher found no mention of any of his fine abilities. The permanent record card contained only references to his being a discipline problem, and to the fact that he had been taken before the Juvenile Court. . . . Out on the school grounds or in the hall he was constantly involved in fighting, at which he fancied himself to be quite an expert. . . . One day, the boy got into some rather serious difficulty at noon and was sent by the officers on duty to the principal. The teacher took this opportunity to bring up the problem with the class.

The children in the class had been very loyal to the newcomer. Not one had ever complained, or tattled on him. Nevertheless, the teacher knew that they were disturbed. She began by telling them that she felt that the problem was as much theirs as hers. The problem was discussed in a very serious manner, without bitterness or anger. Some expressed the feeling that the boy was trying to be smart and cute when he acted as he did. Some thought he should not be allowed to take part in sports until he learned to behave in a more acceptable manner. But eventually, the more mature members of the class expressed the feeling that the boy was frightened and unsure of himself and that he would just dislike us all much more if we took away from him the only things he was really happy doing. They decided that they must all be especially patient with him, and that they must all ignore many of the annoying things he said and did. They also decided that it would help him if they showed confidence in him by giving him some important office in the room organization. Best of all, some of the boys who were outstanding leaders in the class pledged themselves to the task of winning his friendship.

The very next day, a situation arose, in which the class proved that they were serious about helping the boy. They had taken a test after lunch, and were in need of fresh air and relaxation. The sergeant-at-arms took charge of the class and they went out to play ball. The teacher was called to the office to answer the telephone. When she finished she looked out on the playground, but her class was not there. Perplexed, she returned to her classroom, where she found them sitting quietly. One member said, "We had to come in because of Harry." Nothing more was said at the time. At the close of the day, one of the boys remained after school and confided that Harry had disagreed with the decision of the umpire and had insisted on fighting it out before the game could proceed. Instead of arguing or fighting, the other twenty-nine turned quietly and came into the building. Harry begged them to come back, promising to be a good sport, but they continued on their way. He followed them dejectedly.

From that day on, a constant improvement was noted in Harry's behavior.

The mature type of self-discipline is that in which the individual faces his problems and makes his decisions in the light of their effect upon others. One group was able to come to agreements about "timing" be-

havior when they considered the effect of noise and confusion on the individual members of the group:[29]

- The fifth graders found that the things which caused them trouble were not really bad behavior but untimely behavior—mixing up the kinds of behavior that are appropriate for play period with those that are appropriate for some other kind of activity. They recognized that it is easy to become careless about these changes in purposes and suitable kinds of action when twenty-five people are living together in the same classroom and using it for a variety of activities. "Cabin fever" can set in even a modern classroom.

  For example it was agreed that during work period some talking, even socializing, might not interfere with the accomplishment of the jobs to be done; that moving about is important for some kinds of jobs. The purposefulness of the talking and moving is easily recognized. By experimenting it was found, too, that it is possible to talk under noise instead of trying to talk louder than the noise of power machinery and other tools. Many children were rather surprised to find that they could control several different kinds of voices.

  When work period is over and it is time for group planning a distinctly different situation is at hand. The children agreed that any talking not directed to the entire group is disturbing and untimely in terms of what the group is trying to accomplish. Here is an occasion for using a voice loud enough for everyone to be able to hear comfortably. Listening to and thinking about what is said is important so that each is prepared to help further the discussion, complete the plans, and be ready to follow thru appropriate action with real understanding of what is to be accomplished.

  When it is time to begin individual study it was agreed that getting materials ready quickly, taking off on their own jobs with the idea of getting them done in the allotted time, and allowing those around them to do likewise made quite a different kind of situation. They expect "to feel the quiet" and not have unnecessary or inappropriate interests pulling at their attention. Reminders for those who violate the quiet are also part of the agreement.

  Eating lunch in the same classroom makes necessary the getting ready for a still different situation. For this group it means a lunch committee of three setting tables and serving the lunch while the rest of the children move to chairs away from the tables for a free reading time. Most people never have enough time for free reading so it is a welcome period in the day. The lunch committee can carry on their work with fewer hazards if it is understood that they are the only people in circulation about the room. Conversation at table is an important and enjoyable part of the day. The agreements about it are that conversation not interfere with eating and that it be confined to the table at which they are eating

[29] Mary Jane Loomis, the University School, Ohio State University, Columbus, Ohio.

rather than roomwide, for obvious reasons. The observation coming from the children gives it greater importance, however.

Common to all situations is the necessity for being considerate at all times of the other people involved in any situation and for growing in the ability "to size up" a situation and to follow thru with appropriate action. Needless to say, there are offenders. But the fact that the situations are recognized as the compelling factors in behavior instead of the teacher establishing the demands from time to time shifts the emphasis from teacher domination to teacher guidance, guidance in recalling the agreements that make for effective, businesslike living in various group situations. When limitations are a matter of group recognition and agreement, they take on much greater importance.

Illustrations have been given of ways teachers promote self-direction by: having pupils analyze their work; allowing classes to solve problems of group living; bringing pupils into the planning of activities; guiding pupils in their self-government; making pupils responsible for the care of their physical environment.

Basic to teaching self-direction is knowing each pupil's strengths and needs. A type of experience that will help one student grow in self-direction may be restrictive to a more advanced pupil. Teaching for self-direction has little chance for success unless teacher loads permit knowing each pupil well.

Finally, it must be recognized that the human being has periods when he does not want to assume responsibility for his own direction, times when he wants to revert to dependence. On such occasions the teacher who is working for pupil self-direction will need to give security and reassurance until the desire for self-direction returns.

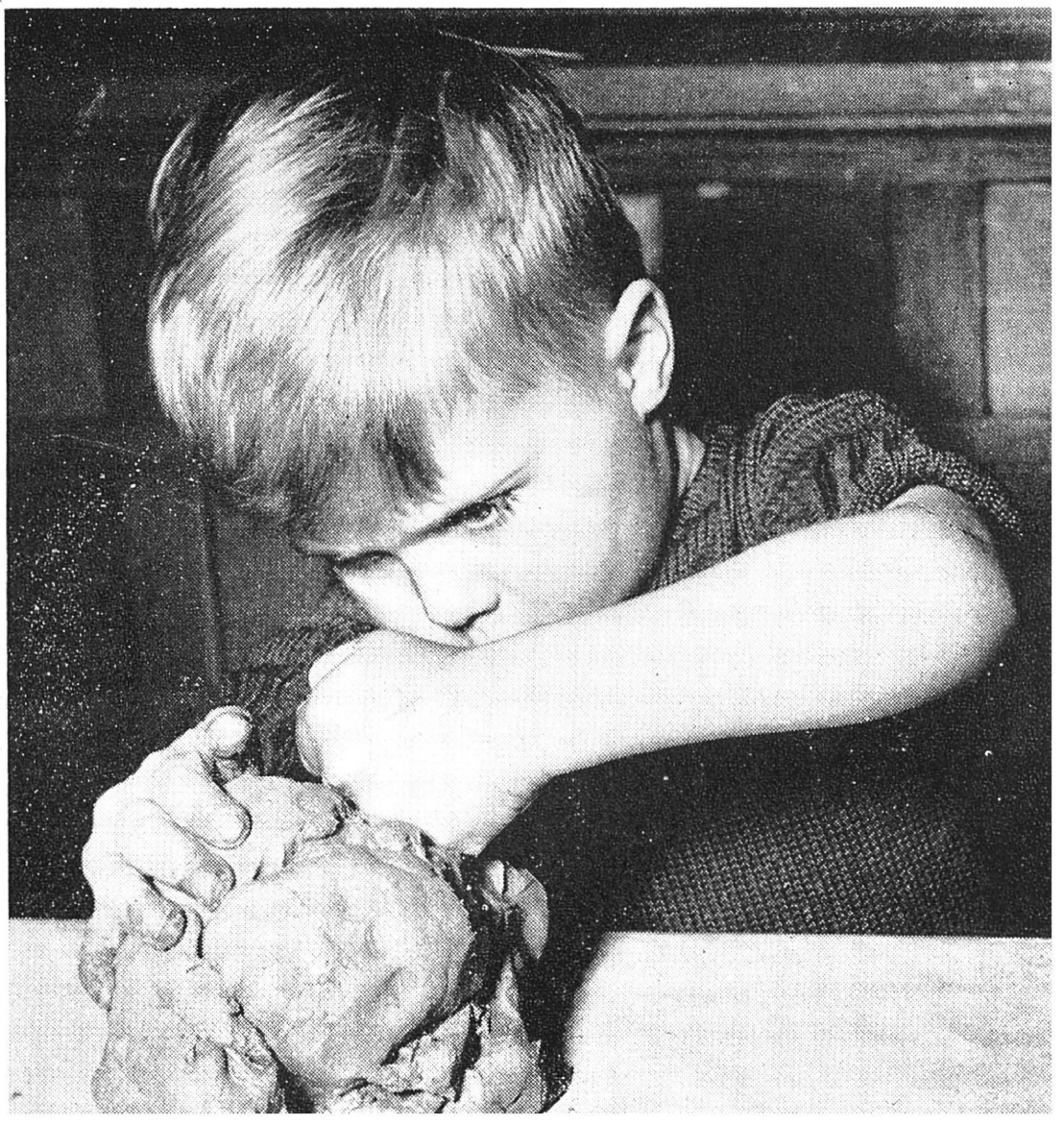
CHAPTER FIVE

Fostering Creativity

ONE OF THE MAJOR FUNCTIONS of a modern school is to foster creative self-expression in all pupils. Teachers are becoming increasingly aware of this responsibility. They are convinced that if a young person is to adjust effectively within our complex, democratic society, not only must his teachers be concerned with his physical and mental health and the acquisition of those skills which are prime necessities for his all-round development, but they must also help him to become a creative individual—creative in his approach to people, situations, problems, materials.

Teachers are justified in assuming that *all* young people are potentially able to express themselves creatively. There is sufficient evidence to

Everyone Has Creative Potentiality



Duluth News Tribune

warrant the conviction that successful creative experiences help to satisfy many of the needs of pupils for understanding and security, thereby helping them to acquire self-confidence. When this process of individual growth, moreover, is placed within a social framework that emphasizes the democratic way of life, progress is more easily made in the development of values.

To move from a theory level to classroom implementation requires a willingness on the part of teachers to experiment. Better teaching is in itself a creative process. There can be no creativity without experimentation. As goals are broadened to include this emphasis on creativity opportunities must be provided that will foster such development. Decisions must be made that involve new ways of working with youngsters. Altho this experimentation will include guidance procedures which may differ widely, it is in all cases characterized by an understanding of what is meant by creativeness and a desire on the leader's part to foster such growth.

Some teachers are confused by a number of misconceptions of the true meaning of creativeness. A distinct handicap to clear thinking is the belief that children, when given an opportunity, pour forth spontaneously and joyously their imaginings, ideas, and emotions in creative expression. Those who are impressed by such thinking will find in every uninhibited response the manifestation of creative impulses.

Fostering creative development is not a process always characterized by spontaneity and joyousness. As in any experience in problem-solving, the effort exerted must, of necessity, be real and the goal often elusive. Mere spontaneity does not always insure valuable production. The term, spontaneous creativity, is sometimes used, especially in the descriptions of students' art work, as if it referred to some mysterious, inspirational, out-of-this-world kind of activity. The sentimentalist has placed an aura about the process with this important aspect of child development.

Another misconception has arisen from the tendency on the part of some people to interpret individual creativity by an analysis which seeks for symbolism of maladjustments, tensions, fears, and conflicts of the creator or, in rarer instances, those that reflect his normal adjustment.

There is no doubt that a child's inner feelings and fancies will be allowed expression in creative activity. Those individuals living under abnormal tensions, those afflicted in ways that hinder progress may express themselves creatively, and those responses may be analyzed and the results used for guidance purposes. But teachers must guard against the practice of reading into creative products things that are not really there. They must understand the child in all aspects of growth before they attempt analysis. In most cases it is better not to place major emphasis upon an interpretation of creativity as a process of self-therapy for adjusting the deviate.

It is hoped that these and similar misconceptions may be eradicated by a more objective treatment of creativity. In discussing this aspect of better teaching the emphasis is therefore placed upon helping teachers understand the meaning of creativity and answering certain questions that arise when this significant process is considered. What are the sources of material for creative self-expression? What are the media that may be employed? What types of atmospheres are most conducive to the fostering of creativity? It is well that teachers be ready to interpret to fellow teachers, administrators, parents, and other interested or skeptical observers the attempts they make at developing creativity.

Creativity Defined

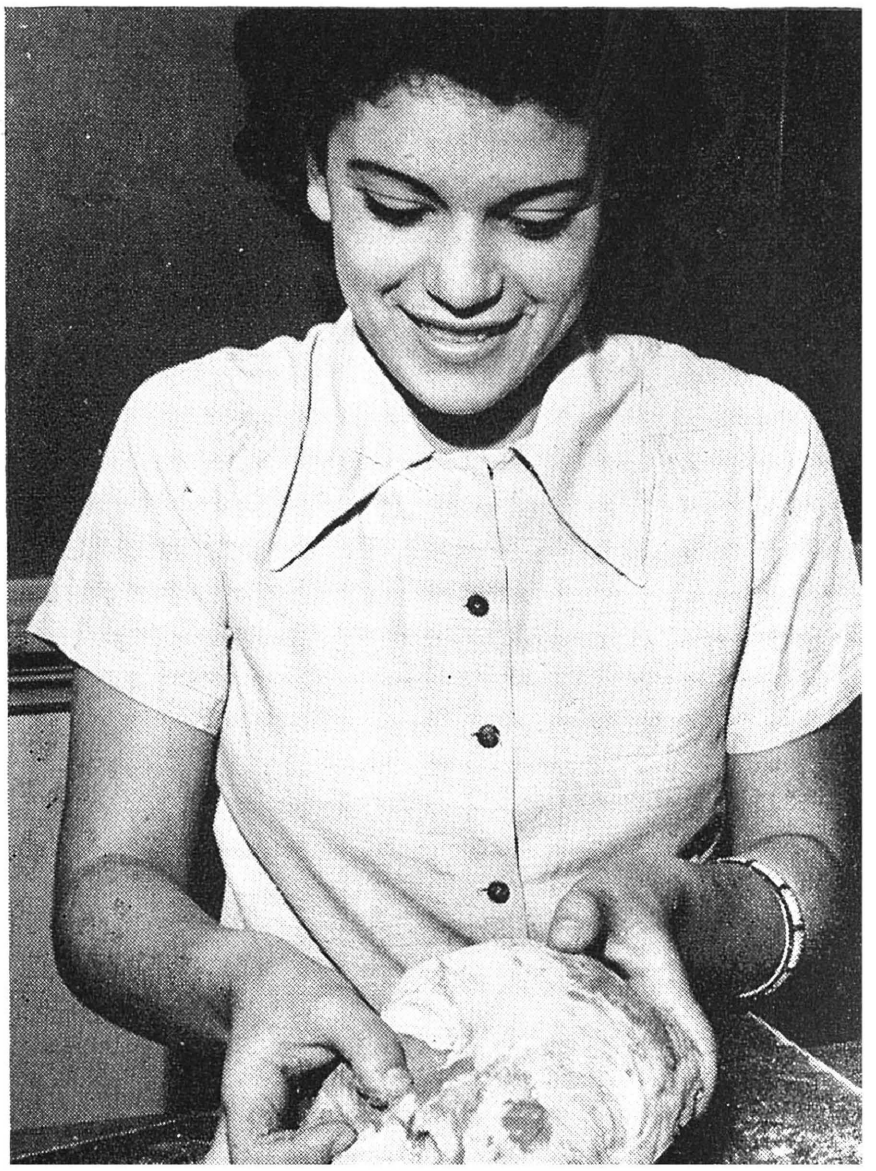
Some insight is essential before any teacher can attempt an analysis of the creative responses of his pupils. The definition of the creative act given in the first chapter may be helpful in understanding this concept:

> **Creativity implies a fresh response, unique to the creator; it is characterized by personal initiative and conscious effort; it involves thinking and doing according to self-applied tests; and is finally judged as an accurate expression by the initiator.**

The definition may become more meaningful thru use of a specific illustration. During a free-work period of a group of ten-year-olds the teacher noticed the fact that several individual and group projects had

Creative Effort Implies Experimentation

Long Beach Public Schools



every indication of resulting in creativity.[1] Two boys were planning how to demonstrate the principle of the telescope by constructing a simple model. A group of girls were discussing the kind of costumes they would like to wear for a modern dance program to be given in several days. Two others were dramatizing a simple play with small figurines for a model theater. Bobby was writing.

At the close of the period when the group assembled for an evaluation of the work it was quite obvious to the teacher that all the activities had fallen short of true creativity with the exception of Bobby's written expression. In other words no other activity had been carried to the point of completion where it was "judged as an accurate expression by the initiator." The boys had postponed further work on their experiment in order to do more research. They had reached the point in the definition of testing one's endeavors in the light of self-standards. They were not able to proceed without a clarification of these requirements. In this instance the task demanded scientific testing which they could not as yet perform. They had proceeded creatively but creativity did not result.

The girls who had attempted a form of group creativity had found that in no way were they able to agree upon certain details of the design. The creative act was incomplete because of the group's inability to compromise or decide upon a satisfactory substitution.

The two girls working on the play evaluated the results of their work: "Yes, we finished our story, but when we asked for an audience to see what they thought of our play, they all said it was too much like Jimmy's. We think so, too. It really isn't exactly what we want yet." The girls themselves judged the piece as an incomplete creative act, failing of "accurate expression" of their own ideas.

But Bobby had written a myth. It was the group's first myth, and, altho the paper was a blur of erasing where numerous changes had been made and blank spaces where mind hurried along at a speed faster than pencil, Bobby had achieved what he set out to do—write a myth and at the same time tell it with beautiful descriptions:

Dewdrops

> Far up in the sky, farther than the eye can see, is the home of the stars. It rests upon a bed of clouds, gleaming and sparkling like a fairy castle. Every night the stars would come out and take their places in the sky, and every morning they would hurry to their own homes and do whatever was to be done before the night would fall again.
>
> One night a star appeared in the sky where there had been no star before. Its name was Little Wonder, because it used to wonder

[1] Horace Mann-Lincoln School, Teachers College, Columbia University, Donald W. Berger, teacher.

what was on the earth below. Were there beautiful flowers of gold and silver glowing and gleaming in the light? Or, were other stars there with great cities with gold and silver and precious stones that sparkle in the sun, with music and perfume in the air.

Night after night these thoughts haunted him until finally he decided to go down to the earth and see for himself.

Early the next morning he got ready for the long journey down to earth. Little did he know that he would never come back. As soon as he was ready he flew down from the clouds, down thru the great open spaces, past the heavenly bodies, until, after three days, Little Wonder landed on earth.

Now he saw there were no beautiful flowers of gold and silver, no cities with precious stones that sparkled in the sun, only trees and creatures of the forest and a lot of ugly things called men.

Little Wonder started to fly back to the clouds, but he fell back exhausted to the ground. Now he wished to be back in his own home, but soon he felt that he was dying. So he drew together all his strength and glittered and sparkled a very short while before he died. And so the first dewdrop was made.

Meanwhile up in the clouds the stars wondered where Little Wonder was. The little stars became more and more curious as the days and nights went by. Rumors went up that Little Wonder was rich and living comfortably. Then a star led a group of other stars down to the earth, and they met the same fate that befell Little Wonder.

Sometimes the initiator himself has difficulty in deciding whether or not creativity is complete. The evaluation of his painting by a twelfth-grade boy illustrates the point that the artist must be the one to judge the accuracy of the expression:[2]

> Small painting, completed in four periods. Last quarter I was not decided as to whether I considered it finished or not, but as I looked at it this morning I decided it was finished. The purpose of the painting was an experiment in color and development of ideas. It was also a test of time. I changed the idea after I reached a point of dissatisfaction and smeared the design with work in color blotching.

Sources of Material for Creative Self-Expression

The teacher who fosters creativity is concerned about the sources of material for self-expression. Creativity grows out of experiences and represents the unique reconstruction of something already existent, so that a fresh response emerges. Creativity does not result without materials

[2] The University School, Ohio State University, Columbus, Ohio.

with which to work. The synthesis and form that these materials take have the basic elements of creative expression.

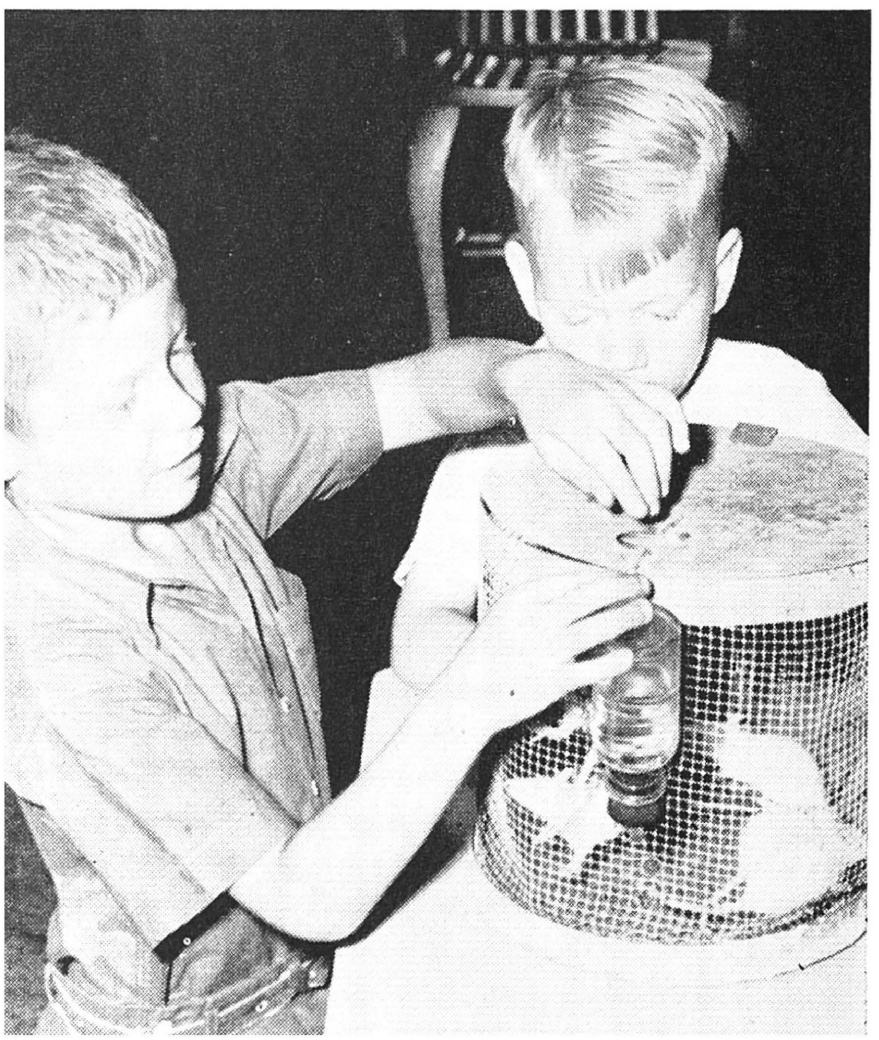
The quality of experience is one of the strongest motivations for creativity. The teacher helps plan stimulating and meaningful experiences with his pupils, knowing they in turn will express themselves since all have a normal desire to communicate their ideas and feeling to a receptive group.

Experiences will differ, of course, at various age levels. To meet the tests of changing maturation levels, readiness, individual needs and interests, persistent life problems, and other criteria that may be used in selecting any activities with young people, the teacher readily accepts any opportunity that presents itself and evaluates the experience as to potentials in more than one area. In a kindergarten group it may be an interest in white mice; with older children, a gardening activity, or a desire to beautify their classroom; in the case of a mixed age group, the eternal pursuit of hobbies; with high school people, local field trips, or the need for raising funds. Many classroom experiences are potentially rich in opportunities for creativity if teachers would visualize group activities with that additional objective in mind.

Songs, Pictures, and Stories about White Mice

Consider for a moment the white mice! When Elizabeth W. Campbell's kindergarteners came to school for the first time, they discovered, among other things in their new environment, a cage of white mice, a

The White Mice Were a Source of Pictures and Songs



Iowa State Teachers College

father, a mother, and most interesting of all, eight babies—babies as one child expressed it "like the inside of a rabbit's ears." [3]

The presence of mice does not always put one at ease—child or adult, but in most instances does create some type of response—interest, fear, awe, or curiosity. These children were impressed. Here were youngsters, because of an exciting common experience, exchanging ideas, telling real and imaginary stories of mice, giving true and sometimes unscientific information about mice, all on the first day of school!

This exposure to mice grew into an experience that was broadened by children's interests and guided by a teacher who was resourceful enough to visualize the tremendous learning possibilities of a cage of mice.

"The mice might like a play yard just like ours." A miniature play yard was constructed, a cooperative, creative effort of five-year-olds with the help of older boys in the school—a valuable social experience as well as a creative one. There was no lack of conversation about the new acrobatic creatures enjoying their slide, swings, jungle gym, and artificial tree.

> Oooh! One of the mice put his hands on the slide.
> He's trying to get up.
> It's too slippery.
> Slip. Slip. Slip. Go right down again.

Children will express themselves when experiences are stimulating.

But mice are not just fun! They must be cared for. Keeping a cage clean, using cotton to protect the young, preparing food instead of milk, and knowing how to handle the babies provide the occasions for effective learnings. What possibilities for early generalizations in science when children ask: "How do babies eat?" "How do they keep clean?"

When older children visited the kindergarten and asked such questions as "Do they come out of eggs? How do they get their food?" the five-year-olds in such informal discussions had opportunities to clarify their ideas as well as share an experience with older children.

When the babies grew old enough to be independent of the mother, the children agreed to give the original pair to Lillian Jewell's first graders in a neighboring suburb.[4]

Letters were exchanged. "We think you first-grade children write very nice letters," dictated the kindergarteners during a group writing session.

"Do you want us to tell you about Bunny Boy, our first-grade rabbit?" asked the six-year-olds. And so a common experience was broadened to include out-groups, and ideas, experiences, and feelings were exchanged.

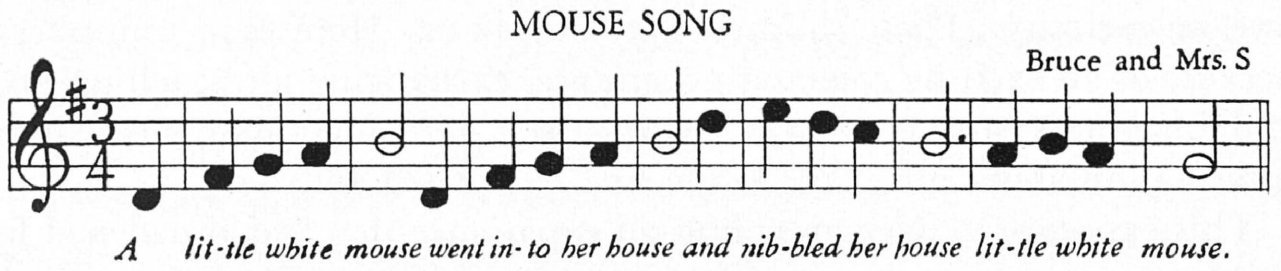
The first graders created a song about their mice:

---

[3] Miss Campbell is now a member of the staff at Wheelock College, Boston, Massachusetts.

[4] Roosevelt School, New Rochelle, New York.

This is our Mouse Song. One day Bruce made it when Mrs. S. came in to sing with us. She helped him make a tune. Bruce sang, and Mrs. S. made a picture of the tune.



Not all children express themselves creatively in music, but many do like to make up stories. The six-year-olds were no exception. "We made these stories about our mice. Some of us can read them," they wrote to their younger friends.

Miss Campbell explains that not all children choose the same media to express themselves creatively. Pictures and stories were popular:

> When children have common experiences and are given plenty of time to express themselves, many of them have a natural flow of words far more picturesque and dramatic than is often ever recaptured in later years. There were many spontaneous pictures and stories . . . stories dictated directly to us at the typewriter; stories told us in the play yard; and stories told directly to the mice themselves, by individuals and groups.

Creativity from Gardening

Even an experience in gardening may provide opportunities for creativity. Maurine Bloomster's group of six-year-olds were concerned about some basic problems: "Things are so expensive at the store." "It is kind of hard to get vegetables." "People can send vegetables to Europe." And so it all began![5] The group planned to make its own vegetable garden. Resources were used: maps, books, people, charts; and decisions were made on the basis of scientific facts. Recorded plans ("We will plant pumpkins"), listed questions ("How shall we get the garden ready to plant the seeds?"), recorded information learned from resource people like the campus gardener ("Sweet corn—one or two seeds, one foot apart, two inches deep, eighteen inches between rows, planted on May 20") became not only a basis for reading and number work, but a springboard for creative activities.

When an experience has meaning for a group of children and when they are free to express themselves, the form that this expression takes

[5] Training School, Northern Illinois State Teachers College, DeKalb, Illinois.

is frequently creative. It is not surprising that some children respond to this experience in poetic expression.

All the little brown seeds
Make white radishes.
No one will ever know
Why little brown seeds
Make long, white radishes grow.

Some painted pictures, and the group created a song that grew in length to seven stanzas to sing and dramatize.

The Story of a Wall Hanging

Merle S. Brown's second graders publish a monthly newspaper.[6] One of the cooperative stories written for this publication explains how these thirty-six youngsters planned to beautify a dark corner of their room.

Our Room Wall Hanging

We have wanted something to brighten the dark corner in our room for a long time and now we are going to have it! We began

[6] The Laboratory School, Indiana State Teachers College, Terre Haute, Indiana.

"We Wrote and Sang about Our Garden"

Northern Illinois State Teachers College



to make plans for a big wall hanging early last fall. We thought that a picture which would show the way we enjoy Thanksgiving Day today would be a good idea to use, but we had planned too many things to do for fall, so we did not get to work on the wall hanging.

When we came back from the Christmas vacation we made an inventory of what our room needed. We still thought that the dark corner in the room needed something to make it look brighter. This time we decided to use an idea that would not belong to a special time of year. We thought it would be better to make something that would be enjoyed for a longer time. At last we decided to use flowers and birds that were not real ones. Then we could use as many bright colors as we wanted to use. Mrs. Swander said that we would need to get textile paints and some stiff brushes. She thought that unbleached muslin would be the right kind of cloth. She said the cloth would have to be washed before being used.

The first thing we did was to experiment with imaginary flowers and birds. Some of them were very interesting. Then a committee was chosen to pick out the birds and flowers which could be used for the wall hanging. Patty's flower had such an unusual stem that it was used for the center of interest. Other flowers and birds were chosen to fill the space. Each flower and bird would have to be made much larger on the cloth than it had been on the paper.



A Wall Hanging Makes a Dark Corner Bright

Indiana State Teachers College, Terre Haute

We began our wall hanging by sketching the objects in with white chalk. The brushes used for painting were large and flat. It was hard to handle them and the textile paint did not go on smoothly. At first we were discouraged.

But as soon as Donald's sunflower smiled down at us we knew that everything would turn out all right. George helped paint the sunflower, since it was so big.

Patty's flower was the most unusual, so it was chosen to be painted as the "King" flower. Mary Rose did especially careful work. Her bird sits on the ground looking at Patty's flower.

Richard, Patricia, Billy, and David painted birds flying. Lucretia painted a bird that seemed to be listening to see if anyone had noticed it sniffing at the sweet-smelling flowers.

Charles painted the flower which is guarding the "King" flower. Mary Rose painted the flower with the blossoms of gold. She wanted it to be the "Princess" flower, so merry and gay. Jimmy painted the tall slender flower with petals of many colors. He thought this might be a graceful "Queen" flower. The flower that seems to be inviting the bees to come for nectar was painted by Robert.

George painted the sky so it would seem a beautiful, fair day. Donald, Curtis, David, and Carole Sue painted the hill to make it seem covered with fresh, soft grass. Billy painted a most interesting tree. It seems to have hearts hiding among its branches.

After the wall hanging was finished we were anxious to have everyone see it. The janitor helped us to hang it. Now that it is up, we are all very happy.

The fact that a story of their wall hanging happened to make the columns of the Sunday edition of the Terre Haute paper pleased these second graders, of course. ("We are glad to have the story in the newspaper so that more people will know about the hanging.") But early experiences in journalism led the children to make a critical evaluation of the efforts of the reporter to interpret their creativity: "We like our story better because we think it tells more interesting things about the wall hanging."

Hobbies That Encourage Self-Expression

A hobby show developed into an experience that was rich in creative opportunity for the boys and girls of an entire elementary school.[7] This show, sponsored by the PTA, opened the way for new adventures in living for the pupils and offered an opportunity for an experience which deepened their understandings and enriched their lives. It gave them a good chance to think concretely, plan something definite, and execute their plans.

[7] Lincoln School, Dodge City, Kansas. Freda A. Kellum, art teacher, furnished the account on which this report is based.

The judges of the show encouraged originality. It was pointed out that hobbies furnish a worthwhile leisure-time activity, but that handwork would be considered more valuable than a collection, "for it takes more planning and thinking to create something than merely to place objects together in an attractive manner." The displays included many creative forms and expressions in numerous media: pictures, airplanes, scrapbooks, novelties, woodworking, weaving, embroidery, lamps, napkins, boats, and many others. An interesting entry was a miniature filling station, complete with gasoline pumps and an elevator that really worked.

Opportunities in Science Activities

Creative activities in the case of several senior high school groups grew out of their biology field trips. Katherine V. Merillat, biology teacher, reports her experience:[8]

> To the Stratford High School biology classes, the term "field trip" means any excursion outside the laboratory. It frequently does not involve bus transportation, lengthy travels, or over forty min-

[8] Stratford High School, Stratford, Connecticut.

Science Activities Encourage Creativity



Duluth News Tribune

utes in time. Thus, a field trip may be a weekly occurrence, depending upon the seasons and the subjects to be studied. These trips have been a source of pleasure and scientific excitement for both pupils and their teacher.

Photographs en route are frequently taken by students of the school's photography club under the direction of Ruby Wheeler. These pictures are later included in the student write-ups or used for bulletin board display for the benefit of students in the school interested in science.

The study of living things readily lends itself to pupil-teacher creative effort. These local field trips, followed by class laboratory sessions, are summarized later by the pupils in creative projects. The summarizing activity is engaged in by every student following the trip. The forms vary from booklets to charts, box arrangements, preserved mounted specimens, and even living collections chosen with an eye to proving some biological principle.

In the spring of 1947 art classes in the same high school were asked by the town manager of Stratford to sketch school and town activities for the 1946 town report. Here was an experience potentially rich as a source for expression in the arts as Mrs. Glenn Maresca discovered:[9]

A committee of students working with me as art supervisor decided on some of the illustrations which might be of value for such a booklet. The committee consulted with the town and school officials not only in selecting sketches, but also in laying out the report. The cover, designed by one of the members of the art classes, featured the interior of the town assembly hall, copied after the Williamsburg, Virginia, courtroom.

Twenty-seven sketches were accepted. The school received a great deal of publicity from the project, and a closer relationship developed between the high school students and the town hall officials. It was a very fine illustration of how students, given a task of this nature, could use their creative ability. It was not incidental that a great deal was learned about the operations of town government thru this project.

Varied Contributions Make a Carnival

The seniors of the University School at Ohio State University were faced with the problem of increasing the funds in the class treasury. They hit upon the idea of a carnival and this experience became a source of creative self-expression for the entire group. Their own narration, written by a committee of three, emphasizes the planning process, the wide use of resources, the opportunities for creative expression in many media, and the values of such a cooperative endeavor:

The first step in our planning for the carnival was to choose a

[9] Stratford High School, Stratford, Connecticut.

central committee. Four people met, talked, argued, designed, and then talked some more. Finally, after about two hours, the committee braced themselves and reported back to the class. They presented a plan for a variety show which would act as a debut for much of the school talent, and for having different concessions in separate booths. The class elaborated and approved these ideas. Then sub-committees were formed.

Members of the concessions committee put their heads together and created many original games for the booths. The decoration committee surveyed our recreation room where the carnival was to be held. Then they began to work with the arts department, creating a wide variety of striking decorations.

Other members of our class devoted themselves to appeasing the appetites of our guests. They ordered candy, pop, and all the other things that go toward making an evening enjoyable.

Many events coming under the title of publicity proceeded the carnival. Posters were printed in mass production by the new method of silk screening, and post cards were sent to the parents and alumni of the school. On each of the five days before the carnival different groups of seniors dressed up as clowns and other carnival characters to remind everyone that the big day was coming.

Actual construction of the carnival seemed like magic. The center of all activity was the recreation room in the basement. We made a well-beaten path from there to the related arts department, our supply center.

To economize, we secured lumber from packing houses, dairy concerns, the army depot, furniture stores, and back alleys. Our arts department generously supplied the materials and facilities that we needed. For two full days hammers and saws were busy ripping crates and packing cases apart. Frameworks of booths began creeping up the four walls of the room. Strung together with nails, tape, and wire, the concession stands were then covered with paper and painted.

Gallons of paint poured into the recreation room, and soon the booths were gay with brightly striped, scalloped awnings. Odd figures sprang up; a graceful sea-horse and a vicious-looking octopus guarded the "Fish-Pond," a couple of life-sized giraffes looked benignly down on the refreshment stand, while from behind, two monkeys swung in a tree of balloons, and two giant ball players invited people to the "Baseball Throws." The booths surrounded the "Penny Toss" ring, giving the whole room the atmosphere of a county fair, and a gay clown pointed the way into the cafeteria where our patrons could dine and dance.

Everyone was in the best of spirits all during the construction. Each person in the class had a job to do, and there was nearly always a large crowd at work in the recreation room. Circus records blared out thru the loud speaker and made us feel very much in the carnival mood.

We had our problems, too, but our spirits always bounced back when we found another solution. For example, the girls who were to be fortune-tellers worked hard making a tent-like booth in the back doorway. They covered it with blue net, pasted on silver moons and stars, and just as they stepped back to admire their work, a fire inspector warned them that they had blocked a fire exit. Within an hour the girls had transferred all their paraphernalia to a little office just outside the recreation room and were unconcernedly memorizing their cards and numbers.

A few hours before opening time, after the last big pools of paint were scoured off the floor, and the last paint brushes were stuck out of sight, the weary but happy forty-eight trudged home for some supper. Within a half-hour we had all trooped back thru the drizzling rain, bringing all the friends and relatives we could pull out on such a night.

The opening event was the faculty-varsity basketball game complete with faculty cheerleaders. We suspected the opposing team of using outside help, as they almost staged a surprising upset. The bake auction at the half was a big success. It gave us a triumphant feeling to see the pies and cakes that we baked selling for fabulous prices.

In spite of the rainy weather, parents and friends crowded into the recreation room to try their hand at the concessions. The baseball throw was a big attraction to future team members who wanted to test their skill. The small-fry were drawn to the fishpond, and adults tried to guess the right number of beans in a jar in hopes that they would win the radio prize donated by a parent. Even the intellectuals were attracted to the penny-barrel, and a physics professor actually figured out at what angle the penny would have to hit the water in the barrel to drop into the little cup at the bottom.

Outside the usual nervousness, both performances of the varsity show went off without a hitch. Adding to the excitement was the election of a carnival king and queen. Students swarmed in to see their candidates win. Even a cartoon movie show made sure everyone was completely entertained.

By twelve o'clock the last weary parent and child had left for home. The building became a school again in spite of unfamiliar litter. Bright and early Saturday morning we returned to wield brooms and mops and tackle the huge job of clean-up. Remains of our good times didn't stay there long. We had fun, as we had bought left-over cakes and candy and had an impromptu party when the work was done.

As Monday came and the carnival was an affair of the past, we talked it all over and came to the conclusion that we had achieved a lot more than an addition to our treasury. The group as a whole had worked together efficiently for the benefit of the class. Cooperation was the keynote of the whole production, and no one was ever too busy with his own project to lend a hand to someone

else. We uncovered many hidden talents among other classmates who had not previously had the chance to show their skill.

Youth Expresses Itself on Social Issues

Youth are stimulated by classroom experiences that help them to broaden their understanding of the world and its problems. The issues that are of vital concern to them are often those problems that trouble the modern world. Mary Margrable's ninth graders in a choral reading presentation explained how they felt about the brotherhood of man in a thoughtful piece called the "Melting Pot." [10] The pupils working in committees submitted their endeavors to the whole group for criticism. Each contribution was organized into the unified whole. Their narration describes the numerous national groups which constitute our democracy, each section of the story representing a selected group. An impression may be given by reading brief excerpts from the introductory and closing sections.

> In this land of the free and the brave are many nationalities united as one equal group.
>
> Why did we come?
>
> My name is Taylor. I am of English descent. My forefathers were persecuted. You ask how?
>
> They were chained to a church that was forced upon them. Even tho it wasn't stated in the words of today, my forefathers felt the age of the Four Freedoms.
>
> Our nationalities are as alloys in steel, together making a stronger metal than a German scientist could ever invent. A steel that can endure wars and depressions, yet never grow weak.

Younger children may also profit from a concern with more mature problems and may express themselves creatively as did Agnes Tanner's sixth graders who wished to point out a deeper and more mature Christmas than the usual "Santa-Merry Christmas" idea in their group poem called, "Christmas 1947." [11] A part of their choral reading expresses the following insight:

> The thing mankind is seeking blindly for
> After the devastation of a modern war
> Is harmony of nations, the white peace,
> That miracle when actions should increase
> Goodwill among the peoples of the earth.

---

[10] Brunswick Junior High School, Brunswick, Maryland.
[11] Washington School, Frederick, Maryland.

Media That May Be Employed in Creative Self-Expression

Another question that teachers are frequently asked concerns the utilization of media. Since not all pupils will choose the same type of media for self-expression, they must be allowed freedom to select those that serve their purposes to best advantage. They should be encouraged to explore and experiment with all media, however, otherwise it will be difficult for them to discover the particular medium that will provide the greatest personal satisfaction. This exploration may be provided in a continuous pattern thru their school experiences. At one time or another the particularly satisfying media will be discovered and individuals should then be encouraged to learn to handle them with maximum facility.

In the process of planning methods of communication, individuals and groups ought to be exposed to various media and technics. Not all ideas and feelings, of course, are communicated in oral and written expression; some may be transmitted more effectively on canvas, by scale, thru gesture, or in clay. But young people need practical experiences in understanding and appreciating the meanings and values of ideas and emotions so communicated.

Dramatics Is One Medium

Dramatics is a favorite medium of most young people. Mary T. Johnson who guided her group of fifth and sixth graders thru a profitable three-week experience in creative dramatics helps us to understand the teacher's function in the important process of creativity.[12]

> I suppose there is no one best way of beginning and promoting creative activity in a classroom. Certainly I have found none. With each group I must begin differently. That is because each group is a unit in itself. It is just as individual, just as unique, as the members comprising the group. Before we can create together, we have to arrive at a certain milestone in our journey together. I can never tell ahead of time just which one it will be. I always know when I get there, however.

To plan, write, produce, and costume an original play—a wonderful challenge to any group! Opportunities unlimited for creative self-expression! Children often want something more complete, more satisfying than the everyday impromptu dramatizations that so often pass for plays in the classroom.

Such an experience can provide opportunities to experiment with many media. As a group evolves a play cooperatively, those young people

[12] Jenny Lind School, Minneapolis, Minnesota.

who find satisfaction in creative thought will discover numerous opportunities for this intellectualization as theme, plot, characters, scenes, action, sequences, and dialog are created, analyzed, evaluated, and modified. Those who will choose to express themselves dramatically will have unlimited occasion to communicate their thoughts and emotions as characters are conceived by individuals and the group long before the play is cast.

When a play nears completion, scenery must be designed, constructed, and painted. Those people who enjoy such media may then participate to their hearts' content. There are often opportunities for music, dancing, invitations, and announcements; sometimes for program printing, sound effects, and occasionally even for lights and make-up. The children who are happiest when organizing, collecting, or supervising are content as wardrobe mistresses, property men, or business managers; but no one is "typed," anyone may participate in any phase of the activity and should be encouraged to do so. There is nothing that narrows creativity more than having the same children each year playing parts, painting posters, sewing costumes, painting sets, or being announcers!

Puppets Provide a Wealth of Creative Activity

"Perhaps no single creative effort has more appeal, especially to the young child, than the writing of a puppet play," explains Cathryn Cramer who, after reading a favorite story, stimulates and guides individual expression in her fifth graders as a story is first dramatized and then adapted to play form.[13] Miss Cramer describes her usual procedure in detail:

> Preparatory to writing a puppet play, the teacher has read a wealth of literature to pupils and guided them in setting up standards for evaluation. Much opportunity has been given also for personal writing, both prose and poetry. In poetry, the emphasis has always been on word pictures and not rhyme. Individuals are encouraged to share the way they feel about a subject. Often the entire class has worked on the rhythm of poems rich in word imagery which classmates have written. Sometimes the group has worked out rhythm patterns together. In prose writing careful consideration has been given the way in which the writer was able to reveal his feelings to his readers, as well as such skills as making use of word pictures, surprises, and effective ways of making transitions between sentences and paragraphs.
>
> The type of writing in which a story is adapted to play form is especially appealing to young children. The story is usually one which is a favorite of the pupils, and one which has possibilities for much action and character differentation. The story should be

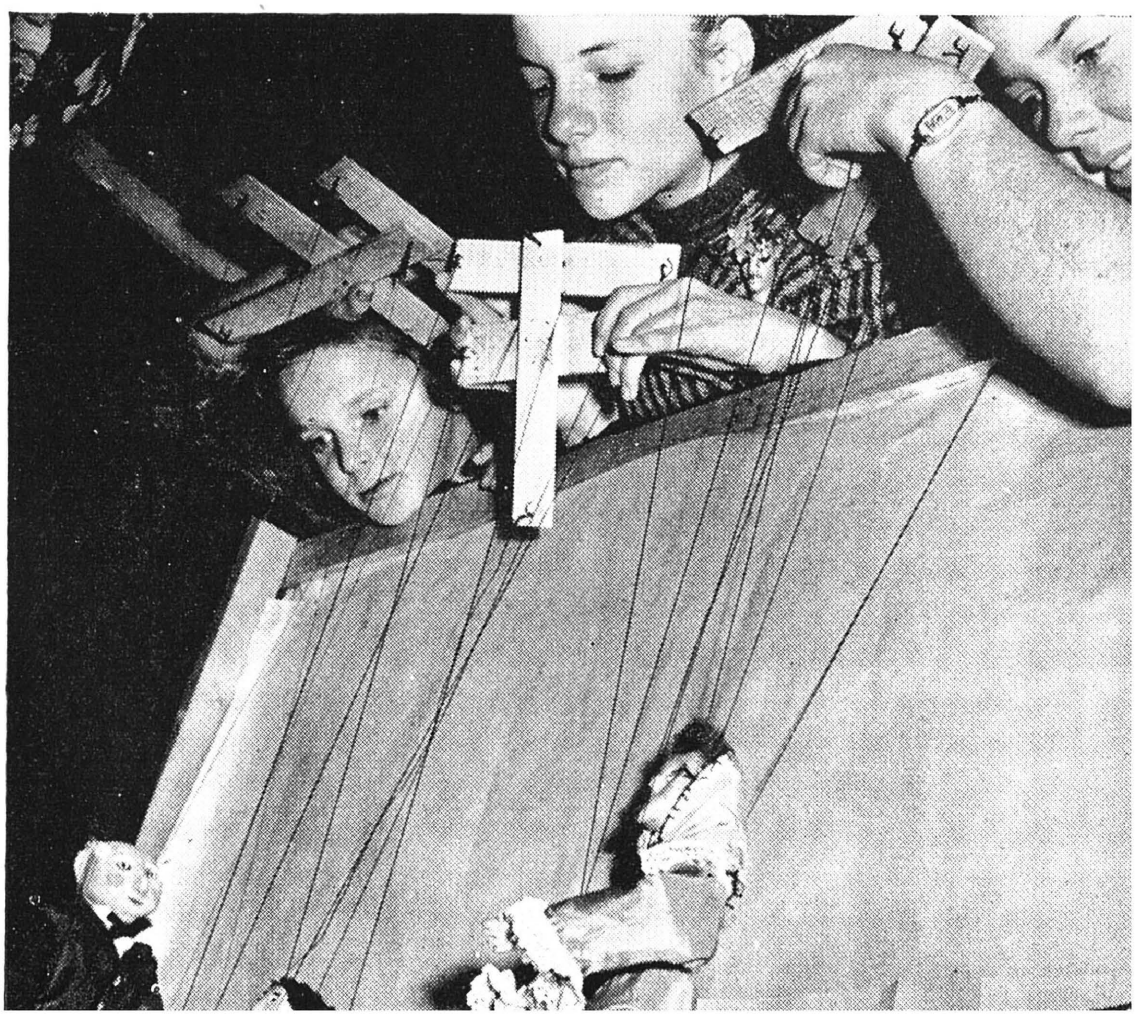
[13] Washington School, River Forest, Illinois.

read or told a number of times preparatory to dramatization, for no writing is attempted until after the pupils have had the pleasurable experience of interpreting the characters and their actions. The entire group, pooling their ideas, decide on acts, scenes, and characters. Thinking and consequent planning then focus on the first scene. The teacher guides the pupils as they plan the sequence and as they discuss types of characters in the scene.

With the foregoing attention to scene one, volunteers now act out this scene, after which the rest of the group offer criticisms in answer to the following two questions: What did you like about the way the pupils acted out the scene? What would you like to have different? Following the evaluation of scene one, it is acted out again by another group of pupils who incorporate into their acting the most creditable suggestions offered to the first group of players. After an appraisal of the second group's acting, the pupils may wish to move on to scene two, instead of immediately refining the first scene. The procedure for scene two and any other scenes is similar to that of scene one. At times it may seem feasible to permit a group of pupils to withdraw from the others in order to plan a scene and act it out later for the entire group. Finally, however, all the scenes are acted out and the entire production is given discriminatory praise and suggestions for improvement. As different groups dramatize the entire play, opportunity is afforded for a study of the pupils' feeling for the play as indicated by character portrayal, for careful attention to enunciation, and to the refining of particular parts of the play.

With this background, writing now becomes quite simple. It is well to direct the pupils in composing one entire scene coopera-

Puppets Have Appeal for Everyone



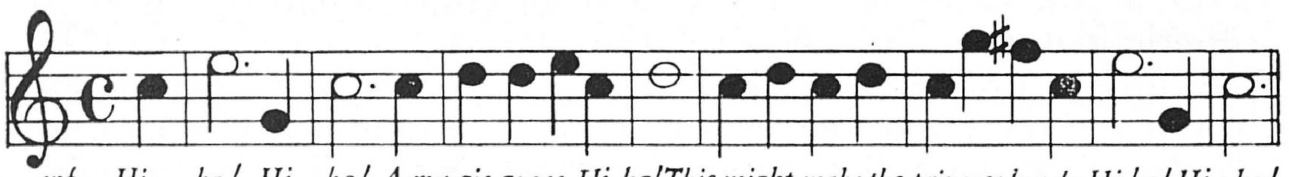
Long Beach Public Schools

tively, with the teacher writing at the board as the pupils dictate. Other scenes, however, may be the product of small groups, or of individuals. Each scene should be short so that the interest of neither the writer nor the audience is permitted to wane. With the foregoing direction, the entire class has received inspiration and sufficient assistance so that each pupil is creating. It becomes necessary, however, to think of individual endowments and to plan ways of helping each child to succeed commensurate with his or her ability.

Adventuring with puppets also provides an opportunity to follow a wide range of pupil interest and to expose the group to various media. For those in Miss Cramer's group who were especially interested in music or writing poetry, the play, "The Princess Who Would Not Laugh" gave several pupils the incentive to create in these media. The teacher describes the results:

> The first poem was set to music for the B♭ clarinet without any assistance from the teacher or parents. Peter, the poor farm lad, upon discovering and producing a magic goose, bursts into song:

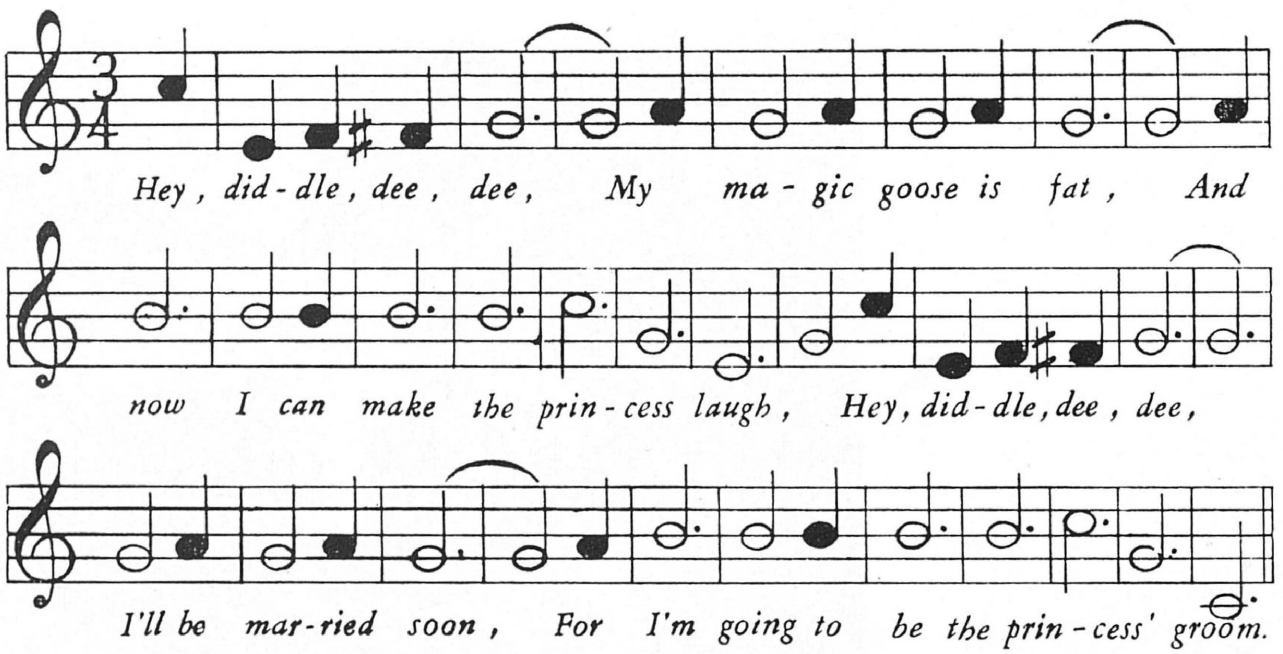
HI, HO! HI, HO!



—LEE

Enthusiastic and approving listeners heard the next poem and music written by a pupil.

HEY, DIDDLE, DEE, DEE



No less enthusiastic was the group upon hearing another poem about the poor lad who was bent on making the princess laugh.

—CAROL

This poem was written by a somewhat reticent boy who required more time than most of the pupils in identifying himself with the others. In the end, his poem lent movement, lilt, and gaiety to the close of the scene.

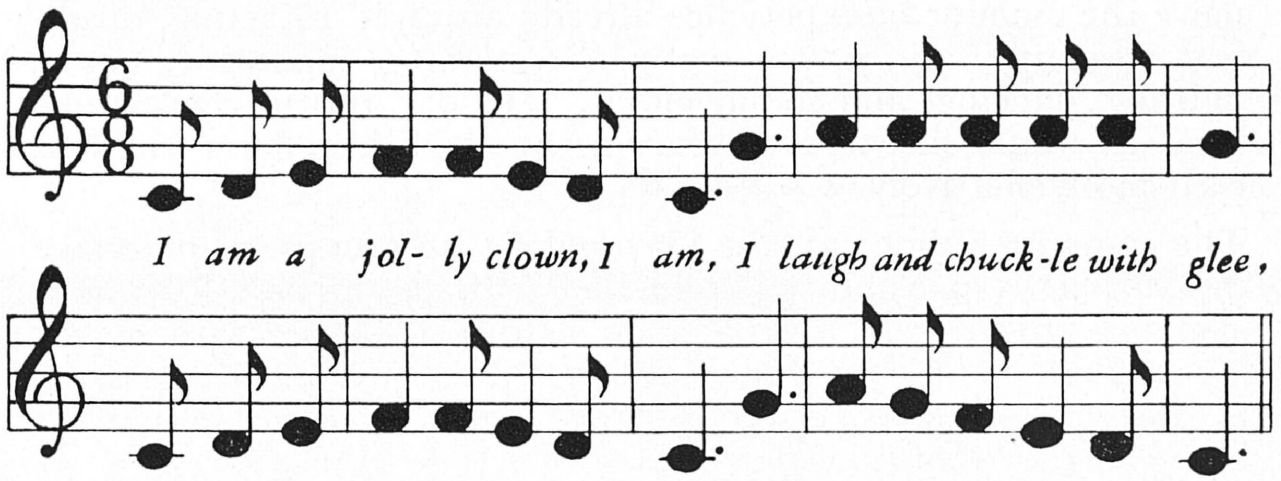
Yippy, yippy-i-o,
To the castle I will go,
Singing and dancing all the way,
Yippy, yippy-i-o.

Yippy, yippy-i-ee,
Everybody's looking at me,
I'm as happy as can be,
Yippy, yippy-i-ee.

—DONALD

The following clown part written by a girl indicates an appreciation for the characteristics of this fun-maker and insight into the requisite for success in any enterprise.

JOLLY CLOWN



—ADRIENNE

We Pooled Known and Unknown Talents

Two eleventh-grade core groups in planning and producing a play set about to gain experience in relatively new media:[14]

> In the spring of 1947 seventy-one eleventh graders and their teachers decided to present a synthesis of the ideas gained from their core experiences in the form of a play. This play was to be different from others in that it was to be cooperatively planned, written, staged, and directed, and each individual was to find within the experience an opportunity to express himself in a hitherto untried medium.
>
> In the early stages of the work the full group evolved the theme

[14] Horace Mann-Lincoln School, Teachers College, Columbia University. Account summarized from a paper read by Donald W. Berger at the National Art Education Association of the NEA, Atlantic City, New Jersey, February 1948, under the title of "Defining a Function of Integration for the Arts."

and the sequence of ideas that was to become the plot. The class was then divided into small writing groups, and each group worked out a scene chosen from the class outline. From the proposed scenes the class made its selections and these were given to a final writing committee to be woven into a play.

From the time the idea was conceived the play became a community project. Students, specialists, and core teachers participated actively in all stages of planning. A steering committee of students and teachers was elected to coordinate the three-week project. The main responsibility of the committee was to work out practical plans to meet certain requirements specified by the class. The group had decided that each person should be given opportunities to follow his own interests, but he was also to broaden interests by assuming responsibility or participating in some phase of work that he had seldom or never before experienced.

To solve the difficult and important problem of placing seventy-one students in jobs in which they would be happy and useful, the steering committee asked each person to indicate on a questionnaire the amount of experience already acquired in acting, directing, designing, or constructing sets, costuming, managing, music, lighting, dancing, and sound effects. He was also to check those areas he would like to experience or in which his efforts could be used most effectively.

The committee then cast the play and set up groups to undertake the various responsibilities connected with production. In every case the group tried to give each person a chance with a new medium or an untried responsibility. Those who had appeared in previous plays and were considered talented in acting were designated as a corps of directors. Those who had never acted before or who had not been in plays since elementary-school days were given roles. Since the play had been written with the purpose in mind of many characters, most people whom we felt needed this experience were given parts. The set was to be designed and constructed by those who had had little or no previous experience in art work, and the costumes were to be made by students who had never worked in the homemaking laboratories. Chairmanship responsibilities were given to those people with untried leadership potentialities.

A problem to be solved was what to do with those who were talented in various media. These people were usually assigned to groups as resource people or as directors. A core teacher or specialist was assigned to each committee. In those cases where there was uninhibited disdain for an assigned experience, such as the boy who wrote, "I would rather die than dance," the committee generally asked the student to join another group.

Morale was good when the groups were announced. The general attitude was that everybody was experimenting and what was to be lost by trying one's hand at the job to be done? Only the customary number of perfectionists expressed doubts that the play

would ever achieve a quality fit to be presented to a critical audience. Some of these, of course, were former actors who were adjusting to new, less glamorous jobs of working backstage or in a studio.

Each specialist planned with his group, and the student chairmen kept communication active between groups. Every morning the full class met for progress reports made by each committee to keep a unity to the enterprise. There was a great deal of shifting from group to group as the plan developed and people felt free to devote additional time to other interests. An actor, for instance, might help design his own costume, paint scenery, mimeograph programs, sit in on the music group, experiment with lights, or run errands. There were no restrictions placed upon this type of overlapping as long as each person fulfilled responsibilities of his initial assignment.

Altho each group was assigned a specialist, the specific functions of the specialists differed according to the needs of the group and the amount of time these teachers had to devote to the project. The dance instructors, for example, were not available during the class time, so the student directors spent Saturday mornings with

All Kinds of Contributions Make a Successful Play

Duluth News Tribune



the specialists working out routines and asking for advice. The dramatics teacher worked with the student directors and took over rehearsals only at those times when students needed her help. The art and shop teachers spent a great deal of time with the studio groups whose membership began to enlarge as students enjoyed gaining more experiences in different activities. Since the original costume group was quite small, volunteer help was requested each morning, and both boys and girls came to sew in the studio. Since no funds were available to this group (the thought was that old costumes should be re-made) it took a great deal of resourcefulness and creativity to execute a wardrobe that would please the temperaments of the emergent group of actors.

The play came off well. An evaluation of the enterprise may be summarized by quoting from the program. "Our pride comes not from the quality of the plan, altho we are not ashamed of its dramatic or literary values, but from the most satisfying sense of having pooled our talents, both the recognized and the hitherto unexplored, to present a worthwhile product, that truly represents the creative and cooperative efforts of all the students of the eleventh grade and their faculty."

Resources for Dramatic Expression Are Everywhere

Dramatic expression may be used by individuals and groups in many situations. Not all dramatizations involve the writing, casting, costuming, and staging of elaborate productions. Informal role playing, free dramatic play, unrehearsed playlets and skits, or sharing reactions to a group experience, all are used by teachers who experiment with dramatics as a medium for creative expression.

In a junior high school, assembly programs sponsored by the student council provide opportunities to share creative endeavors from different subjectmatter classes.[15] A glance at the material presented gives an impression of the range of media: (a) a book review; (b) a talk, illustrated with charts, samples, and experiments, on the composition of matter, by a student representing science; (c) a résumé of the news by a student representing social studies; (d) an explanation of the way the choir learns to sing a song in harmony by a music student accompanied by the choir; (e) an exhibition of good form in high jumping by a group of student gym leaders; and (f) an exhibit of paintings, and remarks by student artists.

In Doris Jane Marx's eighth-grade class an interest in collecting records to build a school library eventuated in experimentation with varied media, as some children interpreted the music in art forms such as chalk pictures, finger painting, and murals.[16] Listening to *Peter and The Wolf,*

---

[15] Sarah L. Miller, student council adviser, Central Junior High School, Cleveland, Ohio, furnished the basis for this report.

[16] Bryan Hill School, St. Louis, Missouri.

Showboat, or *Rhapsody in Blue* led to group planning and finally other enriched experiences, encouraging types of creative expression in numerous activities for all the group members.

To some high school teachers creative possibilities are present in many subjectmatter courses. The teacher of youth who sponsors activities that elicit self-expression is cognizant of the important principle of individualization. Ruth E. Wasley tells an interesting story of how her Spanish classes planned and produced an assembly program using the many talents of her students:[17]

> The Assembly Program Committee thought that our South American relationship should be stressed. Therefore, an assembly program fell to the lot of the Spanish classes. This was truly a task, for the majority of our audience could not understand a word of Spanish and pupils with four months' instruction could not possibly learn Spanish plays. Plenty of action and short sentences served as the answer.
>
> Class planning brought forth a variety of ideas. From the melange of ideas that, at that time, seemed a bit wild and entirely impossible to correlate, the following suggestions were formulated into a skit, "La Corrida de Toros." "Carlota," a cheerleader, suggested that some cheers would give action to the skit. "Pedro," whose secret ambition, I believe, was to be a band leader, volunteered to lead songs. The drum majorette, "Maria," wondered if she could contribute to the performance. "Juan" thought it would be grand if there were a peanut, popcorn, and candy vendor in the skit. The trumpet player, "Pancho," offered his services. "Luisa" said she would be glad to make all the posters we needed. "Sancho," the Fred Astaire of the class, thought that the Conga should by all means be included in the program. Every member of the group accepted some responsibility to help in the program. There were costumes to design and make, properties to collect, the writing of the skit to summarize the group's ideas, and the many other tasks that are entailed in production.

The Medium of Written Expression

Since written expression is a need common to all young people, it will be chosen by many as a favorite medium. Writing is an activity that may afford enrichment to a child's life and help him to acquire a functional social control. If his writing is creative, it is even more valuable, for it becomes an aid to clear thinking and to satisfactory communication with others.

Creative writing may begin early in a person's school life and con-

---

[17] Miss Wasley is now instructor and supervisor in foreign languages, The Milne School, New York State College for Teachers, Albany. At the time of writing Miss Wasley was teacher of foreign languages in Doylestown High School, Doylestown, Pennsylvania.

tinue without interruption thruout all educational experiences. How early may this form of creative self-expression begin? Hale Reid, a director of curriculum and instruction, is convinced that it can and should begin in the primary grades.[18] He gives testimony that children acquire adequate tools for written expression as they have something to say and try to say it in writing:

> We have discovered that children can spell well beyond standard word list requirements without pressure if they have something worthwhile to express. Not only is spelling accomplishment easily acquired, but a correct usage of the words is accomplished just as easily.
>
> Thru successive stages of presenting and teaching manuscript originally (at the blackboard), developing sentence sense, and original creations without the direct help of the teachers, we have been able to get independent original compositions as early as second semester of first-grade level that are comparable and superior to compositions usually created by children two, three, and four school years beyond.

Many teachers of primary grades encourage children to express themselves creatively by jotting down ideas as the children recount them. Lois Heaton, a second-grade teacher, states her position thus:[19]

[18] Hale C. Reid, director of curriculum and instruction, Cedar Rapids Public Schools Cedar Rapids, Iowa.

[19] Oak Lake School, Seattle, Washington.

The Very Young Have Much To Write about



Duluth News Tribune

> Most children are quick to tell their imaginative ideas to the teacher where they might be reticent in front of the class. When their own stories are enjoyed by the group they gain confidence and pride in their own work. Later, when they have more experience in writing, children may enjoy writing their own stories with individual direction and guidance from the teacher.

Teachers realize that it takes time, often large blocks of time, within a relaxed, permissive atmosphere for students to write creatively. Opportunity to stop and discuss with his neighbor, the group, or the teacher one's latest poem, play, or story as it evolves is a requisite. Bernice Young, who faces the problem of time in a realistic manner with her fourth graders, says:[20]

> We discovered that almost anyone has something to write about and his problem is mostly getting around to do it. Three factors seem to be basic to our writing: (a) knowing something of how to do it, (b) time to write, and (c) the approval and helpful criticism of the teacher and the group.
>
> A period of several days may be used with profit when we talk about the content and organization of stories and poems. This may be followed by a work period of several days when the pupils work at writing. No stories must be turned in; everyone just makes a try at writing a story or poem. After a few days, however, a few are completed and we read them together. These efforts are discussed with a special emphasis being placed on the good points. Pupils are encouraged to build on their successes, to renew their efforts, and to dare to try.

Exposure Fosters Enjoyment and Self-Expression

It is not unusual for many children to express themselves in a form that resembles poetry more than prose. Most children are fond of this form of writing and can express themselves naturally in rhythm and rhyme.

Before children express themselves in this form, some exposure to poetry is helpful. Numerous poems on varied subjects to satisfy different tastes and interests should be selected freely by both the children and the teachers for sheer enjoyment and not formal appreciation as is often done.

In encouraging poetic self-expression many teachers believe that not too much emphasis should be placed on form. In fact in many cases, it is better not to mention form at all. The idea to be expressed is most important. An idea, if poetic, need not be confined to any particular pattern. Some technics are usually helpful not only to motivating poetic expression, but also in giving specific aids in communicating

[20] Central Grade School, Dodge City, Kansas.

ideas. One such technic is to encourage individuals to use those ideas that are significant to them as sources for creative poetry.

Creative expression in poetry doesn't just happen. Nelle Morris explains how her third graders had first to develop "tolerance" for poetry.[21] Gradually her careful guidance brought them to enjoy poems and they ultimately expressed themselves in this form with original music to accompany their creative writing:

> When my group of eight-year-olds were setting up plans at the beginning of the school term, the suggestion was made that perhaps a time for enjoying poems might be a nice part of the program. The children said they did not like poems, they liked stories. Several times I started to read poems to them but some of them would always say, "Oh, let's have a story." So for the rest of the quarter poems were omitted. In the winter quarter I read them some of Hilda Conkling's poems and also poems other children had written, a few at a time. They would usually ask the name of the child who wrote a poem and how old he was. I also found humorous ones and narrative ones that I thought might appeal. I asked them one day if any of them had favorite ones they would like to share. A child suggested that a time might be set aside on Friday afternoons to share poems. The majority of the group thought this a good idea, so the decision was made to try it for a while. The children began checking out poetry books from the room library and the school library. I contributed poems that had a very appealing rhythm and some that did not rhyme at all. They sometimes talked about why they especially liked certain poems, and at other times no comments were made. They just enjoyed reading and listening to each other. I noticed a number of children began joining in and saying parts of familiar ones. The number of children contributing to the sharing time kept increasing.
>
> One day, shortly after a trip to the fire station, Anne said, "I'm going to write a poem in work period." During work period several times she asked children near her for a word to rhyme with another one. At the end of the period she came forth with the following poem:
>
> Clang, clang, hear the bell!
> Here they come, pell, mell.
> Rushing quickly down the street
> Warning people that they meet.
> Get out of the way! Get out of the way
> For we are going to a fire today.
>
> I helped her to write it in the correct order.
>
> This seemed to stimulate others to try and many poems were written ranging from just jinglets to some with very lovely thoughts.
>
> One day in music time they recognized the words of a song in a

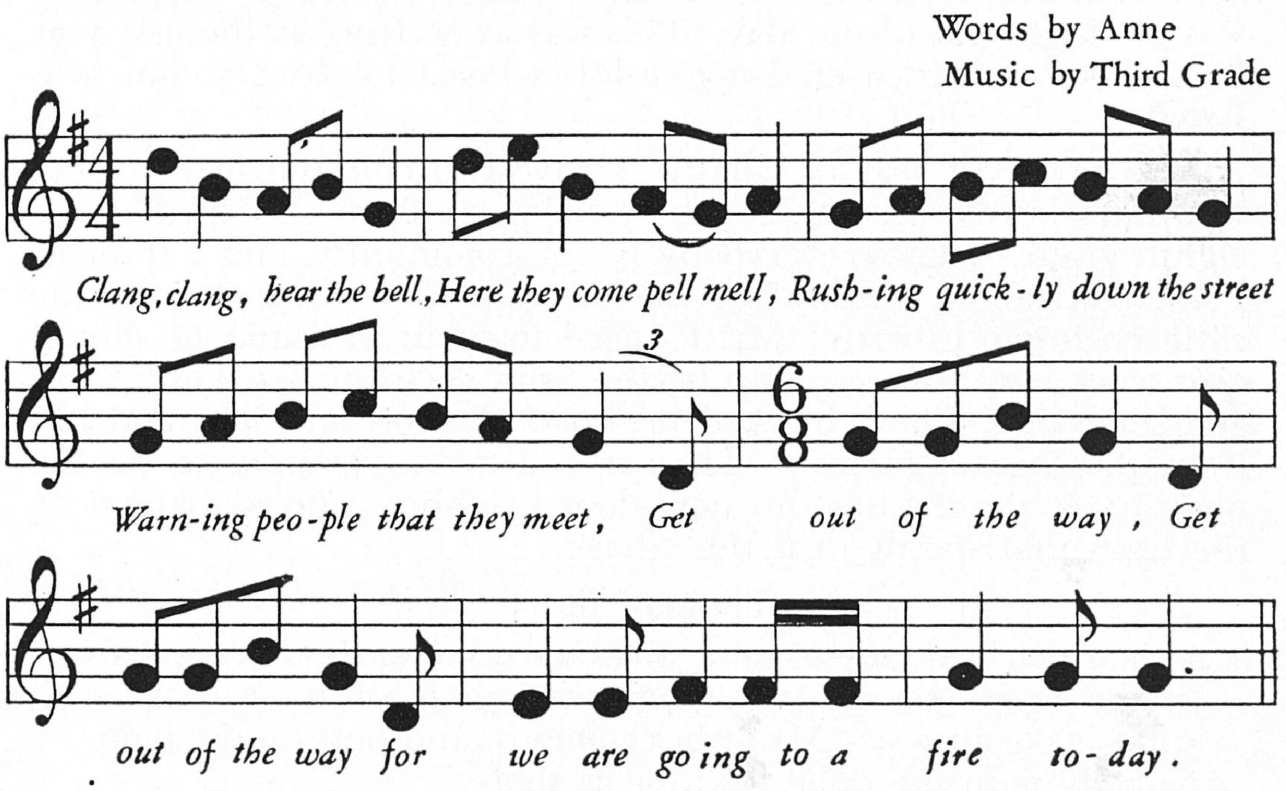
[21] University School, Ohio State University.

book as a poem with which they were familiar. Some child suggested that they might put tunes to their poems. The music teacher asked them if they would like to try and told them they might be thinking of tunes for their poems. The children as a group were very musical, they loved to sing, had a good rhythmical sense, were very appreciative of good music, and a number played musical instruments.

The first day they tried to set a poem to music, a child said her poem. Then they all said it together and sort of clapped with appropriate rhythm. The teacher asked for volunteers to put a tune to the first line. Several children volunteered. The teacher made a musical score for each suggestion, and sang it back to the group. The children chose the one they thought best for that song. The music to each line was worked out in a similar manner. Then the entire song was sung to them and also played on the piano. Some changes were suggested by different children, reacted to by the group, and made accordingly.

Many poems were brought to music time and a tune requested for them. Sometimes a similar procedure to the one above was followed; sometimes one child would have a tune to offer for the whole poem. Sometimes they asked the teacher to play all the songs they had written and they would sing them. As they grew in ability changes were frequently made in songs that had been written some time previously.

Anne's poem as set to music is an example of the children's work.



A Bridge to a New Language

Charlotte Cantrall, a teacher of Mexican-Americans in a rural school, discovered that creative writing afforded her students not only a functional social control within an emergent culture and an aid to com-

munication in a second language, but also an excellent opportunity for them to express the thoughts, feelings, and emotions motivating their behavior.[22] Inspired by a speaker at a pre-school county institute who extolled the value of this type of creativity, Miss Cantrall determined that she would try her hand at encouraging writing:

> On the second day of school I told the children, "I went to school last week. I learned something new to do this year, something to do every day, every single day, just like spelling and arithmetic and reading; something that is different—writing stories." The class looked at me and groaned, "What'll I write about? I don't know what to write."
>
> "Write about picking grapes—about going to Hemet to pick apricots—about the movie you saw yesterday—about playing basketball at physical-education time."
>
> The first few days it took an hour and a half to get a few bold lines. Then we got it down to an hour; now we take a half-hour daily, with extra time now and again. The second week the children began to say, "I want to write a story now." "Can I take my stories home? I wrote three stories today." It became the most important thing in our day. Arithmetic, reading, spelling, any of them in time of stress might fall by the wayside, but every day, every single day, we wrote.
>
> Notebooks were brought in by the children. Next I noticed that captions began to appear—"Tony's Stories," "My True Stories." Some children took their notebooks home every night. Story time was the high spot of our day. This was as exciting as the first year I was here and discovered my children loved to paint as much as I did.
>
> This is my sixth year at Guasti. I have two children in my room who have been with me the whole six years, from the third to the eighth grade. I know everybody in the community, and I thought I knew all about them. But the things I have learned since the children began to write! Mr. P., aged forty-three, thinks he should quit work, and consequently Bertha can't go to high school. Salvy and some of the boys blocked the road Hallowe'en night and hid from the State Troopers. Thomas acts so queer because he has nightmares about Lupe, his next door neighbor, who was killed by the train that speeds thru the village:
>
> Thomas' Story
>
> I sit up in bed; my tongue sticks in my mouth; I see a lady in the door. I see Lupe in a white dress. I try to yell. I can't make a noise. My father comes in and puts on the light. Nobody is in the door, nothing is there.
>
> Lola who is skittish, full of giggles and wriggles, is so soft-hearted she acts like a cackler during the two weeks her neighbor lady has had serious marital troubles. Lola, about whom I write long notes

[22] Guasti, San Bernardino County, California.

to substitutes, "If Lola acts noisy, she is upset. She is a bright girl and needs lots of love and praise," now writes to relieve her feelings. I have to watch the sixth-grade girls. They let other work go while they write. Stories about recess or shopping or the movies —or just things like "Coming to School":

Coming to School

> Today when we were coming to school we went to Joan's house. She hid from Carmen and me. She was whistling and we couldn't see her. Petra said that she went to Los Angeles with her mother. Then she came running around the house, and I said, "I knew your voice all the time."

The boys write long, fantastic stories of hot rods or pages of play-by-play description of a football game they have seen or a soccer game they have played.

Perhaps I should explain why I am so excited over these sixth-, seventh-, and eighth-grade children using plain English words to express what they think and feel and imagine. We are a company town, in the midst of the world's largest vineyard! A school of seventy some, of whom only six are not Mexican-American. Of the rest of the children only two have parents that speak any English at all—not even "hello" or "goodbye."

Furthermore, these children's parents not only don't know how to read and write English, but they don't know how to read and write Spanish. They are, with few exceptions, very primitive Mexicans who are extremely fortunate if they can slowly and painfully sign their names.

> The children of our school use English only to do their actual reciting or to speak to the teacher. The songs they sing are Mexican songs. The movies they see are most often Mexican pictures. This writing of stories is the first real bridge between what happens to them and the use of English. It seems to me that this year, in the short time we have been writing the children have grown in the use of English far beyond my wildest expectations.
>
> Lawrence writes, "I got a hot dog. There was a sign there that said, 'No dogs allowed here.' There was a can there, so I threw mine away." Surely, when you make jokes in a language, that is your language.

Concrete Materials as a Medium

The teacher may encourage pupils to be creative in the use of materials. Much of the equipment needed for arts and crafts can be improvised. Free and inexpensive materials are often used by teachers who cannot afford to order the attractive, and often unnecessary, supplies from commercial houses.

An ingenious use of materials was made by several teachers in rural schools of Louisiana. They sought for a variety of materials in their immediate environments and provided more media with which their

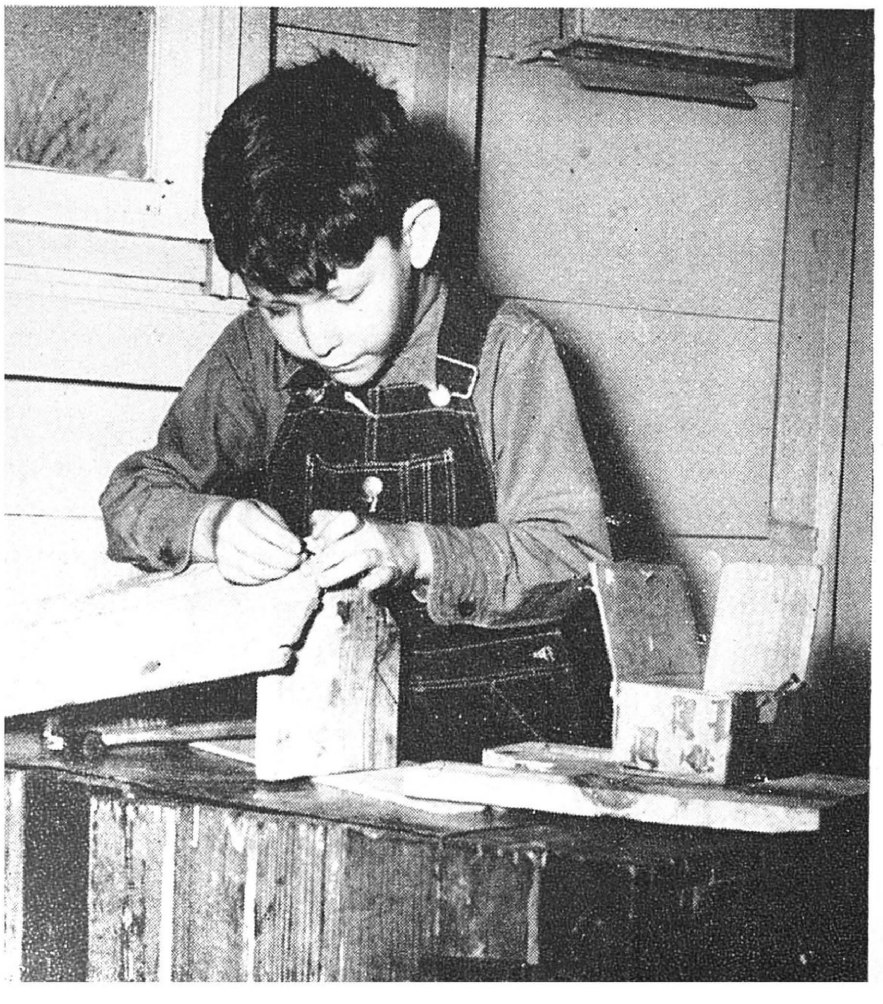
children could experiment than are often given in schools that provide large budgets for supplies. Brief reports from the teachers follow:

> The children in my community were unable to get materials with which to work; therefore, I turned my attention to the forest for material. From the materials obtained the children made buttons, swings, belt buckles, wagon, and A B C blocks.
>
> Buttons were made by getting a small limb from a tree. The limb was sawed in rows about as thick as a button. Holes were pierced in the rolls and the buttons were sewed on cards to be placed on exhibit. Some of the buttons were painted. The paint was made by gathering a variety of herbs and boiling them. Boxes, wheelbarrows, chairs, tables, and beds were made from discarded wooden boxes.
>
> Elma Fitch, Morehouse Parish

> School and home needs were many. The children collected a keg, faucets, burlap sacks, and empty cans. They made a drinking fountain out of the keg, a bulletin board and floor rugs from the sacks, and book ends from cuts of native trees.
>
> Harriet Jenkins, Richland

> Winter had come and no provisions had been made for the care of hats and clothing. Lessons had been taught on the importance of taking care of clothing and the pupils saw the need for racks. They brought tops of gum trees to school, made racks, painted them, and placed them on the wall.
>
> Necessities of the home were discussed. Pupils brought cardboard, corn shucks, and small wooden boxes to school. Hot dish pads

The Materials for Creative Effort Are Everywhere



Iowa State Teachers College

and slipper soles were made out of the cardboard. From the shucks, slippers and shopping bags were made. A medicine chest was made out of the small box.

Mattie D. Cole, Union Parish

In our school we made a complete set of bedroom furniture consisting of a vanity dresser made from an orange crate, a chest of drawers and a bed made from apple boxes, and a linen chest made out of a large box. This furniture was stained with walnut enamel which gave it the appearance of having been bought. The parents of the community visited the school to see some of the articles we made and were inspired to make similar ones for themselves.

Elizabeth Cross, Shreveport

Atmospheres That Foster Creativity

From preceding descriptions of creativity, one may infer that environment is most important. A permissive atmosphere in which young people feel free to express themselves is required. The elements of a permissive atmosphere are security and satisfaction as defined in Chapter II, rapport with teacher and group and active encouragement from these sources, and lack of pressure either from time or from false standards. The forms that creative self-expression take are the natural outgrowths of creative living. In a permissive atmosphere that reflects this

Creativity Flourishes in a Permissive Atmosphere



Duluth News Tribune

living no remedial measures are necessary to motivate and teach the skills of creativity.

The teacher understands that he is a major factor in the process. He is responsible for the type of atmosphere that exists within his classroom. He frequently sets the feeling tone for the group. His attitude and approach will, in many ways, stimulate or thwart the creative process. He must encourage originality wherever possible and must always be alert to new and possibly latent talents in children.

Creativity not only safeguards and enhances individuality, but the process itself fosters mental health. The teacher is indispensable in the establishment of rapport between the group and himself, as well as among the group members. The many mental health devices recommended for the maintenance of emotional security are inherent, by dint of their logic, in any environment that aims to cultivate creativity.

Creative efforts should have the sincere respect of the group. This implies that young people should be trained in the processes of evaluation that will give them the methods of critical appraisal without a type of criticism that may be blighting to a creative endeavor.

The values of creativity as an important aspect of effective teaching

From Creative Living Comes Creative Effort

Iowa State Teachers College



have been emphasized in the introductory statements in Chapter I. Teacher evaluations of their own creative programs have been referred to briefly in the above descriptions of classroom practices. Were space to permit a more complete accounting of such personal evaluations, one would be impressed with the fact that these teachers not only understand what is meant by creativity but demonstrate the desire to foster such growth in all their pupils. Their willingness to experiment with the selection and utilization of broader classroom experiences and the processes that serve to generate creativeness is gratifying. They favor activities that emphasize the values of creative expression as an important aspect of individual growth and development, but their emphasis is not one of mere individualization. An implication, more subtle but nonetheless vital, is clearly posed—the hopes for a better social order lie in the discovery and release of the creative talents of youth and the ultimate direction of such powers into personal and social endeavors.

CHAPTER SIX

Helping Pupils Develop Values

A VALUE IS THE COMPARATIVE WEIGHT, esteem, or price attached by the individual to a given idea, person, or object. The values which are dominant for the individual at any one time, whether they be money, friendship, three meals a day, world peace, power over others, cooperation, or a Picasso, determine the individual's beliefs and his actions. Recognition that the values a person holds determine the direction in which his energies, skills, and abilities will be used emphasizes the primary importance of this phase of the individual's development. If teachers fail to help pupils in this crucial aspect of their education, other learnings have little meaning.

As with other aspects of better teaching, the school shares responsibility for value development with the home, organized religion, and

From Varied Sources Come Our Values

San Francisco State College



other agencies of the community. The fact that this responsibility is shared, however, does not lessen the task of the teacher, for value development is an integral part of the learning process.

The teacher's problem of helping children and youth to develop values is complicated by the nature of American society. In the United States, with its mixture of races, national groups, and religious sects, there is a multiplicity of values. Free interchange of ideas and interplay of groups have resulted in mixtures of conflicting values within groups and even within individuals.

In this society with its many values, some confused and conflicting, two values are basic: a belief in the potential worth of each individual, and reliance upon the method of individual and group intelligence in the solution of problems. When either of these basic values is challenged, democracy is threatened. The teacher, as an agent of a democratic state, has a responsibility to help students develop attitudes and beliefs that are consistent with these fundamentals of democracy. The teacher carries out this responsibility by providing an environment in which these values operate.

When values are held in common by the divergent groups in American society, the teacher's function is to incorporate these values into the life of the school and help pupils learn to live by them. But in areas in which values held by different elements of American society are in conflict, the answer is not so easy. Altho there are pressures to have the school work for acceptance of the values held by the majority, a decision to follow arbitrarily such a course of action would violate one of the basic democratic values—reliance upon the method of intelligence, which involves examining all pertinent, available data.

In Chapter II freedom of girls and boys to hold and express ideas differing from those of the teacher was stressed as a way of encouraging pupils to learn. The right to examine and accept values that are in conflict with those of the teacher or the majority group in the community is equally important. Academic freedom does not mean the right of a teacher to impose his values on his classes. It means the right of pupils to examine all points of view and to evolve their own conclusions and sets of values. It means the right of pupils to learn effective procedures for value development.

In areas in which values in our society are in conflict, the function of the school is to help pupils identify and clarify the values they hold and to see the implications of those values for social organization and action. A complementary responsibility is to give students an opportunity to exchange ideas and experiences and to have new experiences as a means of evaluating and revising the values they hold.

Exploring Value Development

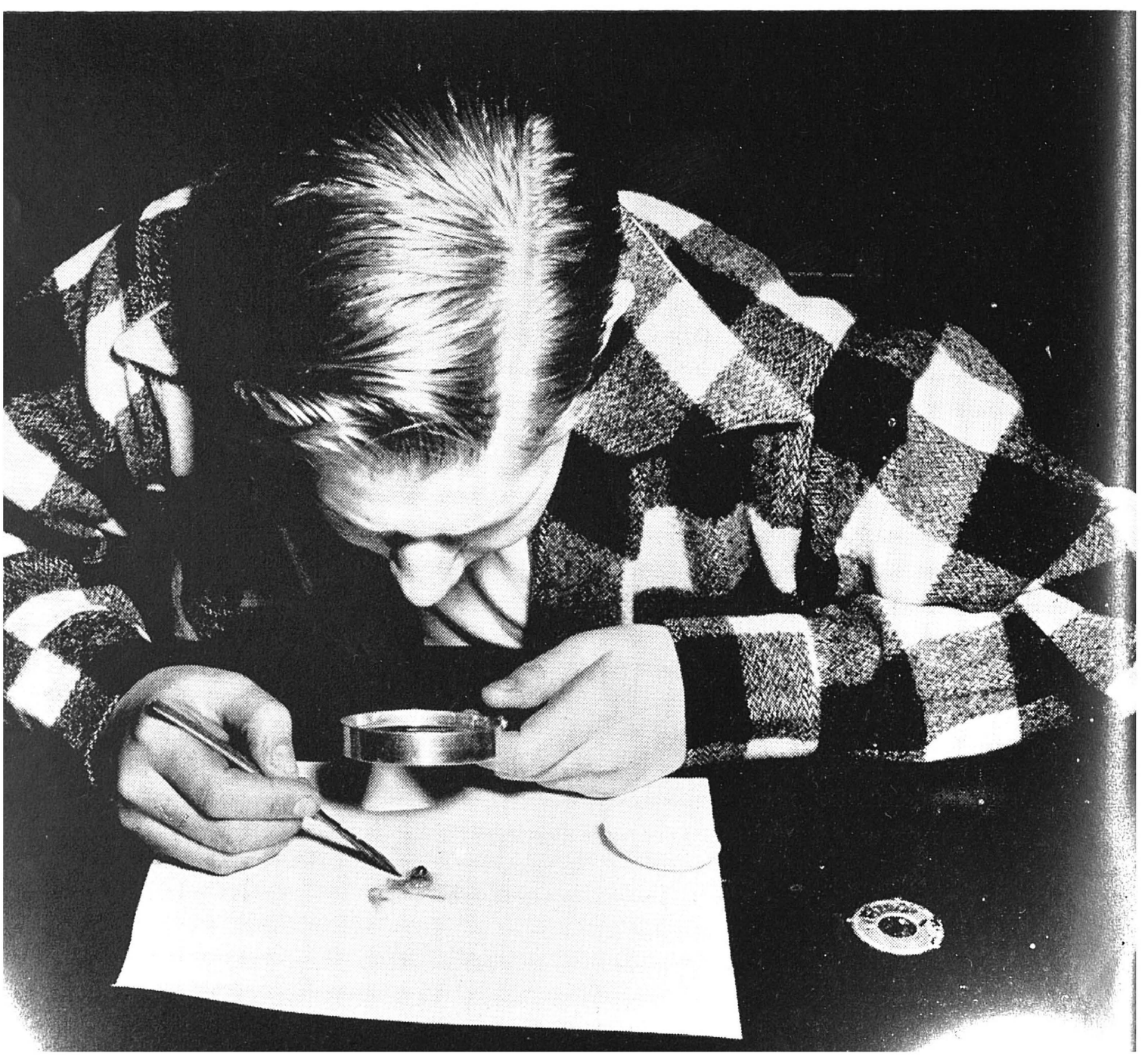
How do values grow? Is there a best way to influence the development of value patterns consistent with basic democratic values?

Values grow out of experience. A man's experiences determine the things he values. If a certain way of behaving or an object has brought satisfaction to the individual, he values it highly. If persons he respects —parents, teachers, friends—have expressed a high regard for certain ideas or things, the individual is moved to accept their value until he has counterbalancing influences or experiences. The experience of society, to the extent that it is transmitted to the individual, affects the individual's values. He accepts the values of his society as they become a part of a satisfying experience for him.

A teacher cannot avoid helping pupils develop values. Thru his behavior, the type of classroom environment he builds, and the way he works with pupils and adults, the teacher is influencing pupils in the development of their values. Values are being built up as the residue of pupil experience, regardless of whether the teacher is teaching honesty, drawing, calisthenics, or handwriting.

The Worth of Each Individual Is of Primary Consideration

Ohio State University



But not all teachers are equally effective in helping pupils *clarify* and *formulate* the values they hold. Certain common misconceptions hinder some teachers in their efforts in this area.

Misconception One: American communities have clearly defined notions of right and wrong which society consistently reveals to its youth and children.

People are acting on this misconception when they blame children for learning confused values. As a matter of fact the children have only taken on America's many and conflicting values. In a discussion on honesty by a seventh-grade class a boy told this story about an experience he had one day:[1]

> I was down town one day walking along and just looking at the parking meters as I went along. I saw this particular meter click overtime and saw a policeman coming down the street checking on the cars and giving tickets to those who had parked overtime. I felt sorry for the owner of this car where the meter had just clicked overtime because he would have to pay a fine. I decided to put a penny in the meter. I had just finished when a man stepped up and asked me what I was doing. I told him I didn't like to see the owner of this car have to pay a dollar fine so I thought I'd be doing the right thing to put a penny in and save the owner of the car a fine. When I finished telling my story, the man said he was the owner and thanked me for doing that for him. In appreciation of my honesty, he took me to a nearby store and bought me an ice cream sundae. After thinking it over, tho, I wondered if I was being honest, cheating the city out of a dollar fine. So while I was being honest with the owner of the car I was not being honest with the city. Did I do the right thing? What do you think about it?

Helping pupils develop values means assisting them to choose from a confusing variety of values. It involves defining and clarifying various values and testing in life situations those selected.

Before the teacher in a society with conflicting values can be of much assistance to pupils in formulating their values, he must first attempt to clarify and pattern his own. A confused and inconsistent teacher only adds to the bewildering disagreements the pupil sees in adult society. Such clarification by the teacher is not a single operation. Since society is in a state of constant change and new data are being added continually, the teacher who is to be effective in helping pupils formulate their values must ever be in the process of reformulating his own.

Misconception Two: Value patterns of the normal individual are readily compatible and not in conflict or opposition with one another.

In a society with conflicting values, the values an individual holds may conflict with each other. It is possible for a person to value free

[1] Submitted by Maurine Bloomster, Laboratory School, Northern Illinois State Teachers College, DeKalb, Illinois.

speech and yet want to silence those who speak against other values he holds dear.

To be most effective the individual must have a consistent pattern of values. If his basic values are in critical conflict, he is immobilized and unable to act because he cannot decide what is good for him. The school must help the individual see and resolve the conflicts in his values.

Misconception Three: The same individual will exhibit the same value pattern in similar situations.

This concept is erroneous in its implication that the individual and his values are static and that "similar situations" appear similar to every individual. That this is not the case is well illustrated by a report of a youth leader:[2]

> Last winter at a youth conference, one of our girls gave the hotel clerk a ten dollar bill, receiving in return the proper change *plus* the ten dollar bill. Later when she noticed the error she returned the ten dollars and was put to much trouble convincing the office of its error. The management was so impressed that they insisted on giving the girl a ten dollar reward. The leading newspaper did an editorial and our conference received very favorable publicity from the incident. Imagine my surprise upon next seeing the girl at summer camp seated upon her stolen hotel towel.

Misconception Four: Values are constant.

Values grow and change with experience. The following account shows that children recognize shifts in their own values:[3]

> Harry was absent from school one day and upon his return found a nickel on his desk. Much perturbed he came before the group. He said, "I have a serious problem. I found this nickel in my desk and it doesn't belong to me."
>
> ROBERT: You're honest, Harry.
>
> BOBBY: You could have kept it, Harry, but you're honest.
>
> MARY: I think you were kind to tell us, Harry.
>
> RICHARD: That isn't kind, Mary; it was honest like Robert and Bobby said.
>
> TEACHER: That's right, Richard. Honest *is* the word.
>
> JEAN: Maybe it's for your milk, Harry. You weren't here yesterday.
>
> Sandra went to check the milk chart. "It must be for milk. It's crossed out. You were paid."

---

[2] Howard Shinn, Jr., secretary, New York State YMCA.

[3] Reported by Mary A. McCune, third grade, Havemeyer School, Greenwich, Connecticut.

George came into the room and entered the discussion. "We sold your milk for you yesterday, Harry."

HARRY: It is mine, then.

TEACHER: Yes, Harry, it's yours. It was slipped into the corner of your desk this morning and I neglected to tell you. We're proud of you because you didn't keep the nickel until you were certain it was yours.

GRETA: He knew where to come for help, too.

But Robert was still very impressed and kept repeating admiringly, "Harry, you were honest."

Harry said, "In Grade Two, I would just keep it; but now I'm ready to go into Grade Four."

Changes in setting are often used to stimulate changes in ideals and character. "Now that you're in kindergarten," "now that you're a teacher"—with each new opportunity, society asks for a renewed effort to conform to social definitions. As these changes occur, the individual may often wish for but one set of rules or standards, as Jimmie did:

TEACHER: In second grade, Jimmie, we hang our coats in the hall.

JIMMIE: In first grade, we had them in the room.

TEACHER: Yes, but now we act like second graders.

JIMMIE: Why did we go to first grade?

The desire for security which might result from constant values, enduring ideals, and long standing rules is readily understood. But wishing alone does not bring about such constancy. Changing factors and dynamic forces are constantly modifying, dissipating, or enriching values.

Misconception Five: Verbal activity is directly related to action.

Words may be closely related to action for young children, even to the point of adult embarrassment; but the opposite is true for most individuals as they grow older. Some teachers report unanimous agreement among members of their high school classes that "you wouldn't dare be completely honest for just one full day, unless of course you didn't talk." An education in white lies, half truths, evasive answers, and abstract symbolism prepares the child for carrying out this double life. A story about Richard illustrates this:

Richard had been impressed both at home and again at kindergarten that he "must always tell the truth." However, he was also impressed by the way in which a neighbor boy (fifth grade) evaded punishment by fabricating excuses to his grandfather. Richard's reaction may have revealed maturing insight: "Mother, in what grade is it that you can fib?"

Misconception Six: A learning situation is the same for all children.

A situation that is effective in helping one pupil formulate his values may not be equally effective for another. The situation is not the same for any two children because of different background experiences and personal relationships. Teaching for the formulation of values must be recognized as individual instruction. Altho some stimuli may affect a total group they do not produce equal results in all pupils.

Any one of the generalizations discussed in the foregoing paragraphs would, if universally true, make easier the task of establishing values. But any attempt to operate on the basis of these misconceptions results in wasted effort by both learner and teacher. Owing to failures based on these misconceptions, many teachers feel that value development is too difficult and seek to abdicate from responsibility in this area with the easy rationalization that values must be "caught, not taught."

Teaching for the Development of Values

Altho values may be "caught," better teaching in this area involves planning to provide experiences that help children and youth to clarify their values. Some teachers use direct approaches, some indirect. Some situations remain at the verbal level, some at the visual level, some at an overt and active level, and some present many combinations and variations. The ultimate outcome should be pupils who, individually and collectively, can develop socially significant and constructive values with a minimum of teacher guidance.

The following pages carry descriptions of planned and unplanned situations, direct and indirect approaches that seem to have helped pupils develop the values desired by the teacher reporting. Few teachers would claim unqualified success in a field as dynamic and uncertain as one relating to these main springs of human action. In some instances the reader may not approve entirely of the teaching method or even of the result, but the incidents reported describe real happenings wherein teachers had to resolve the inconsistency of realities and ideals.

For the purpose of sharing systematically the experiences and insight of the teachers who have submitted descriptions of teaching situations in which they intentionally developed values, the illustrations have been arranged according to conventional classifications of teaching methods. These classifications are:

Being told—oral law and lecture
Learning significant socializing words
Learning to value symbols
Interpreting the written word—reading

Observing—demonstrations (actual or audio-visual)
Oral participation—preplanned reciting, explaining, lecturing
Oral participation – discussion (talking and thinking about basic values and related behavior)
Writing opinions, conclusions, and "creative" composition
Dramatic participation
Learning values thru constructive participation

This organization focuses attention upon how the values are approached rather than upon the values themselves, the implication being that the reader may think thru applications suited to his own teaching situations whether the values he hopes to develop are spiritual, material, social, or personal. Of the ten approaches differentiated, the first four are all verbal presentations *to* the pupil; the fifth is basically semi-passive observation; the next three call for verbal participation *by* the pupil; only the last two are designed for more active and complete behavior.

We Solve Our Problems thru Group Thinking

Denver Public Schools



Being Told

Probably no other methods of teaching values can match the popularity, convenience, and versatility of setting forth oral do's-and-don'ts. This technic is and will continue to be a time saver, providing the listener has the necessary experience for interpreting the oral symbolism and providing he accepts the purpose of the speaker. Because the talker too often uses words and phrases and references that do not have meanings held in common by talker and listener there is little communication.

Lectures and explanations and oral recitation of moral codes are dependent for their effectiveness upon the ability of the listeners to intellectualize their past experiences into substituted verbal symbols. To assure communication most teachers supplement lectures with preliminary opportunities for preparation or by follow-up activities. Bessie O. Storck and Iolita Ersland report an instance wherein elementary-school children were asked to do some thinking about a statement which a lecturer had made to summer students in a teachers college:[4]

> "The hope of the peace of the world lies with children," the lecturer emphasized. This statement was relayed to the children in a demonstration group.
>
> "We are younger, and we have more time to work for peace. This was Nancy's interpretation. The others seriously thought about its meaning.
>
> "Do you think it means that it's easier for us to make peace than it would be for grownups?" Marietta wondered.
>
> Elizabeth was certain that, "When there is another war then we will be ready to go into it when we are out of high school."
>
> Connie objected to this, "Everyone is thinking about war and not peace."
>
> "We should make peace with other children," Meryle thought it meant.
>
> Eddie was the youngest of the group. He said, "The nations and other people—we could make friends with them. We could make friends with the British."
>
> George was young but more mature than Eddie. "We can try to make other children grow up and not want to fight."
>
> Bill's idea was, "Some day we will grow up and be adults. We will take the place of the grownups."
>
> This discussion with the children grew into a major unit for thirty-six boys and girls, aged six to fourteen. Intercultural education

[4] Percy I. Bugbee, Laboratory School, Oneonta, New York. Mrs. Storck is regularly a rural teacher near Treadwell, New York.

with visitors from foreign countries and working models of the United Nations assembly featured some of the subsequent developments.

Obviously the resultant action was far removed in time and activity from the initial theme sentence of the lecturer. Two demonstration teachers put an idea into action. The occasional success of such oral approaches is enough to keep the method popular with preachers, parents, teachers, and speakers everywhere.

Learning Significant Socializing Words

Once words have well-established associations, they can serve as handles. Such words as "helper," "worker," "kind," "neighbor," and similar key terms sometimes become strong social controls in the hands of teachers. They become effective as pupils have experiences which give them meaning. Frank Borreca reports success with a direct approach built around word concepts.[5]

> One time I wished to stress the desirability of developing a better standard of responsibility for classroom chores. I told a story about a "Goldbrick" I knew in the Army. Since this is an Army term the children were not able to identify it. But I let the class take guesses as to its probable meaning. When I had finished the story the class knew that "goldbricking" was not a desirable term. Then I had the story written on a chart, read, and reread. The story was discussed and I led the discussion to "goldbricking" in the classroom. I do not say that the story and the discussion necessarily reformed the negligent ones in the class, but a social value had been highlighted and social thinking was going on.

Learning To Value Symbols

In addition to the whole area of gestures with its winks, nods, scowls, and subtle controls always at work in a group, teachers often employ distinct systems of symbols to encourage pupils to place a high value on certain types of actions. Symbols may become too vague or overly important in many cases but their potential power challenges imaginative teachers. An interesting and dramatic growth of a value symbol for sixty-seven eighth-grade pupils is described by Ellen Dalquist in the case of "Oscar." [6]

> On the top shelf of the bookcase in our eighth-grade classroom stands a little gilt statue about eight inches high. This is Oscar. Oscar's intrinsic value is very little because he was carved from a block of wood by an eighth-grade boy and attained true Hollywood glamor with the meticulous application of a coat of gilt paint.

---

[5] New York City, Bureau for Children of Retarded Mental Development.
[6] Glenco School, Portland, Oregon.

The value of what Oscar personifies, however, is immeasurable. He stands in a place of honor between two highly prized, autographed books. Behind him, on the wall, is a scroll entitled "Oscar Awards," bearing the signatures of many eighth-grade boys and girls.

Here is Oscar's true story. The little statue has become the personification of a unit of work developed in my eighth-grade classroom during this past school year. It was one of those units that somehow starts incidentally, clicks, and takes a firm hold right at the beginning, gains momentum and interest, and results in the teaching of many values thru a number of integrated activities.

The basis of the unit was the development of real interest in reading the daily newspapers; especially to use the editorial pages of the daily and Sunday local newspaper to create real, active interest in what is going on in the world, in the United States, and right here in our own immediate locality. No line of approach creates more immediate response and interest in "the news" than an informal discussion along this line. That is the way our unit began.

With a few suggestions the boys and girls soon became interested in the setup of the editorial page—local editorials, the lead editorial, columnists, guest columnists, letters from the people, the frequent relation between cartoons and editorials. They were greatly interested to know that news expresses facts and editorials are a means of expressing opinion. The children had been learning to express opinions in panel discussions and Junior Town Meetings for some time. Now, the editorial page caught their interest at once, and held it.

The class voted to designate each Friday as "Editorial Day." On that day each member could tell the class the amount of editorial reading he had done during the past week and tell or read the editorial that interested him most. It was understood if the style of writing were unique the editorial should be read.

About this time "Oscar" made his debut. Since the motion picture world awards Oscars for outstanding achievement, why not they? So our "Oscar" came into being and each Friday was awarded, by popular vote, to the classmate giving the best editorial in the most interesting manner. The presentation of the award was made by the previous week's winner. The new winner expressed his appreciation and autographed the Oscar Award scroll. He was then ineligible for the award for five weeks. Of course, the spirit of fun was there and yet behind it all there was a serious effort and desire on the part of each child to "win the Oscar."

Interest in editorial pages went beyond our local publications. The children sent postal cards to the editor of the largest newspaper in the largest city of every state and a few to Canada, requesting a sample copy of their paper for editorial study. About forty editors responded. Editorial pages were read and compared. Comments made by the boys and girls were most interesting and

> enlightening. It was a real thrill to find columnists whom they already knew!
>
> The results of this Editorial Unit have been most gratifying. In addition to improvement in the mechanics of reading, writing, speaking, and vocabulary building, which have been manifold, there have been social values developed which, in the long run, are priceless. Some of the most backward children have learned to speak with ease before the class. The "Oscar" has been awarded to some children who have always felt inferior. The children have learned to give and take constructive criticism in the right spirit. They have learned that expression of opinion is one of the basic privileges of a democratic government. They have learned to appreciate the importance of being able to express opinions well and to respect the opinions of others.

In such teaching situations the values associated with the symbol are much more important than the use of a symbol as a device. Teachers and children employing such a form of motivation must be on their guard against using symbols to promote false values.

Interpreting the Written Word

Written symbols have long been associated with controlling the moral character of man, whether the writing be the Bible, the moral biographies of Plutarch's *Lives,* the classical didactics, or the moral story of the nursery rhyme or children's literature. Reading merely for enjoyment, without direct application to better living habits, is a luxury made available by prolific printing presses and inexpensive publications. Yet tradition still expects much of the pupil's reading to influence behavior and personality in a desirable direction. The possible effectiveness of literature is shown in a report on Bernice Doring's fifth-grade class:[7]

> An accident had occurred while the children were going home one night, and a little girl was injured so badly that she was absent from school the next day. Fred was blamed for the accident by some of the children. Tension in the room mounted as the day went on. Finally Barbara came to tell me that some of the children were planning to take sides and have a "free-for-all" on the way home at noon. She suggested that we all take it over then.
>
> The discussion began and was quite heated. Some favored punishment for Fred; others volunteered to help him.
>
> Fred said, "I didn't meant it. I may be in trouble with Beverly's parents, too; but I don't want the class to get mixed in it."
>
> Barbara said, "How sad Beverly will feel if she hears that the class took sides and wanted to fight."

[7] Riverside School, Schenectady, New York.

> But neither of these was enough to satisfy the class. The tenseness still remained.
>
> During the discussion, one boy had been writing. He came to me and asked to read to the class two Bible verses he had written from memory. Then he went on to tell the story of the Good Samaritan. As the children listened, they became quieter and more thoughtful.
>
> Finally Rita, who had been a ringleader in wanting to fight, said, "I think we should forget this and be kinder to each other. If the man in the story could be kind to people who didn't like him, we can be kinder to our classmates."
>
> Others agreed. Thus the tenseness was relieved by the verbal action of one boy in the room.

Teachers need to examine the literature their classes read to ascertain whether the implicit values and assumptions contained in it are the ones they hope will develop in pupils.

Elizabeth Larrabee reports the use of a short story collection that prompted her students to probe questions relating to human behavior:[8]

> In order to make the English course a practical course for slow learning students, we introduced Wunsch and Albers' short stories, *Thicker than Water*. The office records of the class were far from creditable, and the book proved to be just "what the doctor ordered."
>
> Since that time the book has aroused a constant interest on the part of all groups that have used it. Pupils recognize themselves, their friends, and members of their families in many of the situations. Oral work picks up immediately. Pupils who have "nothing to talk about" or "nothing to write about" discuss the persons in the stories frankly and ask "why" they act as they do. Someone says, "I know a boy just like that," and the questions fly.
>
> Last year the $64 question proved to be "Should a child be spanked?" Heated discussion waged for several days, and the next question was "What CAN you do to punish them if you don't spank them?"

Developing self-reliance in students in selecting textual and source materials is one of the difficult but necessary teacher concerns. Beatrice Deglin's eleventh-grade American history class started an "open-mindedness" study during the first week of the term when pupils became interested in investigating sources of information which they might use in their work in history and current events." [9]

Mrs. Deglin writes:

---

[8] East Hartford High School, East Hartford, Connecticut.
[9] West Philadelphia High School, Philadelphia, Pennsylvania.

> The pupils stated their problem in several ways: What materials shall we use this term which will help us to get information which gives a well-rounded view of our topics? Of all the confusing facts confronting us today which shall we choose and what shall we believe? How much shall we believe? How shall we act upon facts which we find?
>
> In our discussion we spoke about the need for learning to be open-minded, for making sound judgments based on scientific methods of study, and for becoming increasingly informed about the events of the day.
>
> Pupils asked a number of questions:
>
> 1. Shall we use one textbook?
> 2. What is the danger of using only one textbook?
> 3. Which magazines, pamphlets, newspapers shall we consult?
> 4. How many sources may we seek without reaching a state of utter confusion from the burden of having too many facts?
>
> We divided ourselves into six groups, each with a definite job to do. One group invaded the school library, looked thru the "940's" (the history section), the "980's" (more history), and the biography section. They had a list of names of persons who would be discussed during the term. They also looked thru the periodicals in the library. In each case they listed books and magazines which seemed suitable for their purposes. They prepared themselves to justify their selections. . . .
>
> After several weeks of work we sensed a free, friendly atmosphere in our classroom; pupils were asking more questions about the work than they did previously; interest was being maintained at a high level; authorities were consulted frequently; and pupils were planning opportunities to debate, to discuss, to participate in pupil-teacher panels, and to make individual reports. Above all, pupils were consciously examining the processes by which they were arriving at decisions and taking action.

The overt outcomes for this group were a group-determined set of guides for approaches to problem solving—criteria as well as skills and knowledge in research technics. Deeper attitudinal changes were evidenced by pupils "consciously examining the processes by which they are arriving at decisions and taking action."

When a student selects his own reading matter for help in clarifying his values and behavior patterns, the appeal of that material is of significance to his teacher. It gives information concerning the values the pupil has. A junior high school student had been selling the values of Laird's *The Techniques of Building Personal Leadership* to his classmates. The boy and his class analyzed the appeal of the book, which they and their teacher summarized as follows:[10]

[10] Ben Tewinkle, science and guidance instructor, Cassadaga Valley Central School, Sinclairville, New York.

The book is supposedly written for adults who "want to get ahead" or "want to be bosses"; yet it is easy reading for young people. Prestige of the author is gained by several means: a separate page listing his other books including four translations into foreign markets; the sub-title "proved ways for increasing the powers of leadership"; listing of degrees and industrial position. (Some students were impressed by the dedication to missing members of an RAF crew, apparently including a relative of the author.) Mottos and slogans appear regularly thruout the book; for example, three motto pages precede page one. Each motto is identified with an outstanding industrialist. At the end of each chapter is an impressively boxed summary of the chapter, and in some cases the suggestion is made that the page "be removed from the book and used as a friendly reminder, in a frame or on your desk, of the vital qualities needed for leadership." Some of us copied some of these. About every fifteen pages there are double full-page pictures (34) of successful business leaders, including men and women, people of different racial backgrounds and different economic background—mostly rags-to-riches biographies with a few rich men's children thrown in. A statistical statement topped the opening page of each chapter, like handwriting on the wall. "Fifty-one percent of men admit they let others start things" was over the chapter title, "Starting Initiative Early."

The book is organized around a collection of slogans easily grasped (Be active, Be cheerful, etc.), mottos and pictures of leaders and their biographies. Each slogan is followed by a collection of anecdotes about important people, proving the slogan. We considered it interesting that one boy said, "I don't know what he wanted the chapter to say, but I liked those little stories." We start reading anywhere in the book, for there is not a continuous story to keep us reading thru the book.

It is sort of a common sense book, but the way it leaves out Lady Luck when telling about folks leaving school or starting at 25¢ a day or $10 a month and making fortunes makes us think it paints everything too easy.

Observing the Illustration

Few persons belittle the influence of example. Research supports its relative significance. Society needs models and it needs them where they count most—among youth and children. From this viewpoint the model behavior requested of teachers is a tribute to the profession. Teachers can influence young people if they gear themselves more directly to the realism and idealism of the world in which these youth are living, if they show optimism, awareness of change, social growth, and appreciation of problems facing presentday youth. Reappraising values in view of present observable facts and then acting sincerely and enthusiastically on those values are essentials of better teaching.

The movies offer another rich source of examples. Teachers must not underestimate potential of films for portraying in lifelike situations the ideals, abstractions, and conduct they wish to develop.

With motion pictures, as with talks or reading, *participation* is important. Effective teaching capitalizes upon every opportunity to put ideas to work. In the following description, films and radio become an integral part of the learning activities of Bernard Rosenfeld's English classes.[11] The teacher reports:

> *How it all began.* During the reading and discussion of *Silas Marner,* the students were disturbed becaused Silas was looked upon with suspicion by the residents of Raveloe. The reasoning of the nineteenth century countryfolk was similar to the thinking that exists today in situations where individuals are looked down upon or placed outside the pale of social equality because of some condition beyond their own control. . . . The students felt that the attitude towards Silas of a century ago is paralleled today by hostile attitudes of people towards one another, no more scientific or justified. In our own case we realized that we were unprepared to discuss the thoughts of a village person because we lacked the knowledge of rural life and the problems attached to such an existence.
>
> As a result, we decided to learn more about country life. A committee was appointed to scour the film catalogs for a suitable film. The choice was a happy one, for it not only linked up closely with the book, but it also brought home the problem to the United States in this era. The picture, *The Cummington Story,* deals with the attempt of the minister of the church in Cummington, Massachusetts, to enlighten his parishioners by bringing into the village some six displaced persons. Like Silas, these strangers were not accepted by the villagers. However, in the film the minister arranges for the die-hards to meet the newcomers. Within a period of a year the strangers are accepted as part of the community. The picture proved provocative. It strengthened an already won belief that we must have all the facts before we come to conclusions.
>
> *How activity spread.* It was on the basis of this motion picture plus the early discussions of the novel that the students decided to make a study of certain aspects of prejudice and its causes. Our discussions from this point on were quite varied. Newspapers and magazines were used extensively in bringing up current examples of various forms of prejudice. Radio broadcasts were listened to and the commercial motion pictures were viewed from the point of view of interests at the time. A picture like *Black Gold,* for example, which reviewers generally considered a Class B picture, was rated important by students because of its excellent presentation of discrimination against the American Indian. Other films

[11] Battin High School, Elizabeth, New Jersey.

used included *The House I Live in,* which we discussed primarily from the point of view of its effectiveness in helping to present the problem to younger children. We also viewed a new picture, *Lobstertown,* which presents in documentary style the daily routine of life in Calais, Maine. In addition to these and others films, we included six trips to churches, a New York play, and a visit to a neighboring school. Probably the greatest activity occurred at home, for the students carried their new attitudes there.

What we generally term the basic English skills—reading, writing, speaking, listening—were constantly being strengthened. The only difference was that the students did not realize that they were learning these things—they were so engrossed in a bigger social problem.

The excursion or field trip permits pupils to observe actual situations, things, and persons. Teachers are making greater use of this technic to develop concepts and to stimulate social thinking. Foy Ingrams reports a conversation when she was working with a group of seven-year-olds, helping them to gain a better understanding of the concept of interdependence of people:[12]

TOM: Who pays the fireman when he comes to my house?

MARY: You should know. Your daddy has to pay him.

BETTY: Daddy didn't pay him when he came to my house.

JOHN: Who did pay him?

BOB: Troy pays him.

FRED: The mayor pays him. He is a helper, you know.

TOM: Where does he get the money?

FOX: My mama said we all pay money at the court house.

Children and teacher continued the discussion of how the fireman helped them and how they could help the fireman. Many questions were asked, some of which could best be answered only with equipment at hand:

TEACHER: How can we answer these questions?

FRED: Ask the fire chief.

MARY: He lives next door to me. I'll ask him.

FRED: Why can't we all visit the fire department?

TEACHER: We can if we plan wisely.

FRED: Mary, will you ask Mr. Jones if we can visit the fire department?

Arrangements were made for the trip, and the group made plans for

[12] State Teachers College, Troy, Alabama.

taking care of themselves on the bus. On their trip down town the children observed such helpers as the dairyman delivering milk, the telephone repair man, the garbage collector, the city bus and taxi drivers, and others. As their group evaluated their trip, such comments were made:

JOHN: Mr. M. surely did answer my question.

FOX: He's a good helper.

RAY: We helped, too. We took care of ourselves—most of us, anyway.

MARY: I saw many helpers.

JERRY: It surely takes a lot of people to keep Troy going.

TEACHER: Yes, Jerry, many people help us to live better.

Visits to the various churches of the community to give realism to the study of medieval architecture eventually led to learnings in religious tolerance for Mary Elizabeth Cedars' sixth-grade group.[13] In addition to learning about the ceremonies, the settings, and the different beliefs, the class concluded, "We have learned to be more respectful of other people's religions and the way they worship!"

Reciting, Explaining, and Lecturing

Much oral participation in character education has called for the pupil to repeat or say some specific thing. In the case of the oath or pledge there may be little preliminary thought on the part of the speaker. However, it is hoped and often assumed that the spoken words conjure up meanings for subsequent action and that the speaker's personal intellectual integrity will obligate him to that action. Our society continues to give some children and adults opportunities for recognition and security thru their ability to recite right answers, rules, pledges, oaths, mottos, club rituals and passwords, and moral stories. Such devices in themselves, however, are considered quite ineffective for modifying behavior.

Quite different from such rote learning is the intellectual reorganization of experiences involved in *preparing to perform at the verbal level.* When pupils draw upon personal and resource experiences to formulate a statement they may have to defend, they are using a higher mental process. The school public-address system or school programs on the radio have expanded for some pupils the range of their audience and simultaneously the importance of their own clear thinking.

Melvin Hall obtained but a single half-hour program on "Community

[13] Roosevelt School, Kokomo, Indiana.

Service and My Future" for his social-studies class.[14] He writes, "We decided on the general theme of a little pebble thrown into the water and then making larger and larger waves until we become a working part of the community." The stimulus of giving that single program challenged both the creative and social insights of the class for several months. The value of such stimulus is put to good work by the programs of the national Junior Town Meetings, working thru the schools and employing whatever audience facilities are available.

Talking and Thinking about Basic Values and Related Behavior

The class discussion and private conference serve every teacher as a verbal sampling of pupil behavior. The give-and-take of question and answer, private interview or conference, the "bull session," free discussion, formal debate, panel, forum, roundtable, parliamentary procedure—all are variations of this basic interpersonal communication.

The success of discussion as a means of clarifying values depends upon the honesty with which pupils express their viewpoint. Unless the pupil feels secure in his relationship with his teacher and his fellow classmates, he will not state his true feelings. The procedures for building pupil security suggested in Chapter Two are essential to teaching which hopes to help pupils explore and clarify their values.

---

[14] Silver Creek High School, Silver Creek, New York.

Youth Shares Its Values via Radio

North Phoenix High School



In a class where students feel secure, they are willing to share personal experiences. When the race relationship problem was being discussed in Leslee Bishop's class during an observance of Brotherhood Week, a student chairman succeeded in getting eight different individuals in a short space of time to describe personal experiences relating to the topic.[15] The nature of the comments suggests not only a successful and and compatible group composition but also a class climate in which individuals feel confident and free to express their ideas:

DON: When I applied at the store for the job of elevator boy, they said, "We don't hire colored people—it's too good a job."

CANDIS: How would you like to drive along and see a sign reading, "No dogs or Jews allowed."

BOB: Just to give you an example of what they do to you in the South—once when we were visiting in Kansas I went to see a movie. I took a seat down near the front and began watching the picture. All of a sudden there were two ushers at my shoulder and someone had turned on all the house lights and everyone was looking at me. They said I had to go upstairs which I did because I wanted to see the movie. Boy, was it ever embarrassing. I'm glad they don't do that up here in the North.

NICK: My brother is so prejudiced, I even hate to talk to him about it. Last summer he worked in a Jewish Country Club and now he is terrible. He won't say anything good about a Jew.

ALICE: Everyone is guilty of some prejudice. You feel bad about something so you try to take it out on someone else.

JAN: The people in our neighborhood won't tolerate Jews any more. There was a family of them in our building and they had a lot of wild parties. Once one of the people let the door slam on a woman with a baby carriage. Now the people say that all Jews are like that and even tell us kids not to play with any of them. But I don't think it's fair to judge a whole race by one family like our neighborhood did.

ELOISE: Jews and Negroes aren't allowed in our neighborhood at all. Some people don't think that's right, but no one does anything about it.

GLADYS: If we get along together here in school, I don't see why our parents don't get along. We're all human beings after all. One thing we are supposed to learn is how to get along with all kinds of people. If the schools teach us the right things, then when we're parents maybe the problem won't be so serious because we know the facts.

Wrong use of the process of group discussion will immediately throw doubt upon the value and sincerity of such a process. This is a signif-

[15] The New School, Evanston High School, Evanston, Illinois.

icant reality in every form of student government—from the organized kindergarten "helpers" to the most complicated self-government machinery. It is always a difficult task to retain the principle of self-government for youth when their wishes are in conflict with physical realities or with more adult standards. In the following crisis of shoe or sock, youth were given all the facts along with responsibility for and confidence in their decisions:[16]

> The Chairman of the Student Council, gavel poised, sat alertly at a table down in front of the rising tiers of seats in the science lecture room. The faculty adviser, off to one side, was smiling, but he seemed a bit uneasy and very much concerned. The principal came in and sat down among the representatives. The eyes of every student representative swung back toward the youth who evidently had the floor.
>
> "What I want to know is, why can't we have a shoe-dance? We voted last week that we wanted one. Didn't our dance committee report back that the principal had ok'd it? Why, for a whole year we upper nine'ers have been hoping and planning for a real shoe-dance—not just another of those kid sock-dances we've always had. Do the kids in senior high school have to take off their shoes before they can dance on the gym floor? Of course they don't. Then why should we? Aren't we almost in senior high already?"
>
> Eyes flashing, the youth sat down. A spatter of applause broke out. A girl representative jumped to her feet, was recognized by the chairman. "Mr. Chairman, I agree with the preceding speaker. We—uh—aren't children any more. We've worked hard making plans for a shoe-dance. We've gotten the parent-teachers to sponsor it and see that everything is nice. They are not only going to be present but they are going to furnish 'eats.' We've had a committee working on decorations and they've done a swell job. . . . Well, I think we should have one shoe-dance before we leave Longfellow. It's only fair. And everything was all settled. What's gone wrong? Who's picking on us? Who's trying to pull this kid stuff on us?"
>
> More applause. Tensely and noisily, neighbors began talking among themselves. The Chairman rapped sharply with his gavel.
>
> "Order," he commanded. The Council came to attention. "The motion before the house is that we reconsider our action and ask for a sock-dance instead of a shoe-dance. Is there any further discussion?"
>
> "Mr. Chairman." The representative of Room 52 rose to her feet. "I, too, want a shoe-dance. It's something we've hoped for and worked for, and I can understand how disappointed Jim and Dolores feel. What I do not understand is why the men physical-ed teachers think we shouldn't have a shoe dance. I think we are

[16] Submitted by Irving W. Smith, deputy superintendent of schools, reporting an incident occurring in Longfellow Junior High School, Richmond, California.

entitled to an explanation that makes sense to us. This Council has tried to play the game with the faculty and they've been grand to us—up to now. Is there anybody who can make me understand what it's all about?"

The principal rose to his feet. "Mr. Chairman," he said courteously, "if you will give me the privilege of the floor for a few minutes, I will try to explain the difficulty. (Granted.) First of all, I want you all to understand that the decision whether the dance shall be in socks or in shoes is entirely up to you. You asked me if you might have a shoe-dance. On the advice of the faculty council, I informed you that you could. That decision still stands. If it is changed, you yourselves will have to make the decision. All I am doing is giving you the facts and letting you decide what ought to be done.

"After your request had been granted by the faculty council and by me, some one remembered that we have to be very, very gentle with our gym floor. You may not know that our gym was built twenty-five years ago as a 'temporary' building in the hope it could be replaced in a few years. . . . Our gym isn't like the senior high gym. If we have a shoe-dance, our soft old floor will have to be scraped and refinished. That will prevent the basketball tournament the recreation department has scheduled for the Christmas vacation. And there aren't any other gyms available. Now, all I'm trying to do is to give you the facts. You were promised a shoe-dance. If you decide that is what you still want, I'll see that you have it."

With that, the principal left the room.

"Fine!" blurted out one representative. "Now we can do as we please."

"You are out of order," barked the Chairman. "If you want to make a speech, address the chair." The impulsive representative subsided. Silence followed. "Is there any further discussion?" demanded the Chairman. "If not, are you ready for the question?" ("Question," "Question," from several.) "All those in favor of reconsidering our request for a shoe-dance, say 'Yes.' "

An obviously heavy majority voted "yes." On the call for "noes," only three votes were noted. Then in regular procedure the Council moved, seconded, and passed a resolution in favor of a sock-dance.

Who says adolescents are too young to be trusted with responsibility when they realize they are being trusted?

. Different readers may have different interpretations of the above incident, for it illustrates the complexity of teaching democratic processes with real things and actions. However, it does point up the fact that children can hardly be expected to make mature decisions if information is withheld, or if they are expected to be "childish," or

to act without responsibility, or if they are not given the opportunity to decide for themselves—even to make a "wrong" decision. Without poor decisions, good ones have no point of comparison.

Some teachers use ordinary classroom and committee groups to develop an appreciation for the traditional steps in democratic procedure. Social-studies units on democracy or American government, for example, may be translated into action. All-city or all-state student organizations with lay group support may give added attention to technical processes of democratic representation; city youth days, Statewide Youth in Government or Boys State, or Girls State projects that use state buildings are elaborations of simple classroom beginnings. Opportunities for developing appreciation for cooperation and socialization are to be found wherever there are people. The teacher to be most effective must himself exemplify cooperative and constructive behavior.

Appreciation for discussion technics themselves are probably best learned from experiences with the technics. Gordon Corter, who uses debate to teach "the value of testing my opinions with fact and logic," and "the social importance of my saying effectively what I have to say," describes these aftereffects of a debate session:[17]

> At the end of an evening of interschool debates between the eight debate teams of two schools the impartial judges in each debate had voted in favor of the affirmative speakers. Upon later analyzing the score sheets with their comments explaining the judge's decision, we found most of the judges were adversely influenced by insistence upon the only argument used by each negative speaker, namely: "We admit it's fair; we admit it would be fine; we admit everything about it, except that it isn't workable." In several cases, the judges had commented that the losers were "more dramatic and forceful" in their presentations; but that their case was "based only on the argument it hasn't been done."
>
> JUDGE: That's not really closing with the issue.
>
> NEGATIVE: *They* have to prove it works. Whether it's good or bad makes no difference on who wins a debate.
>
> JUDGE: That's technically right, except that what *you* said about it's being right or wrong *is* considered by the judges. Actually I'm personally in agreement with your side of the question, but not with your argument that admits every single point of the affirmative speakers, except that it isn't easily accomplished.
>
> NEGATIVE (aside to affirmative): What does that guy think a debate is, a court? On rules we should win, regardless of what's right.
>
> AFFIRMATIVE: Personally I thought you fellows beat us; you got more class. But you make debate sound pretty useless and dangerous when you rule out this right and wrong business.

[17] Fredonia High School, Fredonia, New York.

Discussions do little to clarify values as long as they remain at the level of trying to win an argument. Discussions become effective in helping individuals clarify values when the purpose is to examine social implications and consequences of the acceptance of the values involved.

Writing Opinions, Conclusions, and "Creative" Compositions

In his written products the pupil produces a more permanent type of revelation than in either his discussions or his talks. The added feeling of permanence with its invitation for careful scrutiny would seem to ask for even greater exercise of intellectual activity and caution in the preparation of ideas set forth on the manuscript. Written committee reports call for socialization. It is assumed that the composers and persons signing such writings will abide by their statements.

Quite a different purpose is involved when the writing is to help the teacher secure a personal revelation from the pupil. Not all pupils react favorably to an invitation to expose their private thinking and their feelings, especially if there is a possibility or history of ridicule in the situation. Psychologically a writer cannot afford to submit his most basic values to just anybody. The more permanence there is to his product, the more he must become guarded. If compositions are to be revealing, the pupil must have security in and the possibility of recognition and satisfaction from that revelation. Except as there be rapport and a mutually constructive atmosphere in the teaching situation, writing exercises could hardly be expected to improve really basic motives. Once learners have confidence in the situation or a promise of genuine recognition and new experience, their uninhibited and honest reactions may even be termed creative.

Less dramatic, but very impressive to learners, can be letter writing that actually and observably affects lives. The war and postwar situations have provided unlimited possibilities for this sharing of experiences. Letter-writing activity of students sharing in overseas-relief programs has often led them into correspondence that enriched geography and language, developed hobbies, brought in foreign translators, and besides, gave the members the satisfactions of helping others.

In letter writing "among friends," the formalities of composition are often disregarded. But in correspondence where every impression may be critical, language customs take on added value. As the forms and manners of communication become more permanent or take on more social significance, it is necessary for his proper education in values that the growing child be given a true appreciation of the importance of skills and standards that facilitate ideas. To do otherwise is unrealistic and miseducative.

Because misspellings, illegible handwriting, and poor sentences get in the way of communication, society tends to encourage better skills by placing a premium on "good" composition habits. This social approval is obviously at work in written composition. This social approval becomes a dangerous invitation to subordinate true values and appreciations to formalities and skill. Interestingly enough, as far as readers are concerned, the person who writes nicely what is practically nonsense to him may actually seem much more profound than the person who well understands the complex meanings but is without ability of expression. A teacher should be concerned with all-round behavior and should keep his attention on what the speaker believes and thinks and the experiential background for his thinking.

Playing It Out

Child play is life itself as children see it. Play for children is the opportunity for experimenting in roles long before they must be acted out with real responsibility. Most such play is permissive, with the child free to enter or leave a role at his and the group's discretion. In contrast, a dramatic role as found in a school play places definite demands upon the actor. Many teachers know the effectiveness of having children act out roles that incorporate desirable characters. They have had direct learning in acting desirable characteristics. Logically, it is the teaching step following demonstration.

The need for the actor to act intelligently—and in agreement with society's interpretation—in portraying a character is filled with challenge for the character builder. Parents and teachers with simple directions like "now you be the visitor," or "act like a good boy," have always made some use of this technic. Teachers are beginning to make serious use of role-playing in developing values. An example is found in the professional diary of Beatrice Trubin:[18]

> George is a wiry, nervous child twelve years of age, a real "imp." His behavior has been notorious thru the grades. I have the feeling from observation that he is more than "nervous"; his behavior is of a compulsive nature. He will get up to sharpen his pencil during the morning exercise and on his way hit every child he passes. We have discussed this with him many times and each time he promises to behave. (This can happen five to eight times a day.)
>
> Next week we are having "Spring Jubilee" and our class is giving the operetta, *Shoemaker and the Elves.* We got off to a late start and consequently there is so much to be done in preparation that we are all working under time pressure. Invariably, right in the

[18] P.S. 127, New York City.

midst of rehearsal, George will hit another child and a disturbance follows.

Today, after discovering that six of the thirty costumes we made were too small and would have to made over, George spilt a bottle of red paint over three of the trees that are part of our scenery. I was so tired that I just sat and looked at George and said, "I really don't know what to do with you." The children who were equally as tired and disgusted with him made several gory suggestions.

Then suddenly I got an inspiration. I told all to put their work away, return to their seats, and take out their reading books. I then turned to George and said, "This afternoon, you are going to be the teacher, and I am going to be George."

He looked at me for a moment and then his face lit up and he said, "O.K." He stood up front and I went to his seat. He told the children that we would have a reading lesson and he would call on different ones to read. The lesson started and after a minute I pinched the little girl sitting next to me. She was so startled at my action that she yelled. After her first startled reaction she played along with me. George asked her what was wrong and she told him that I pinched her. I denied it and said she had pinched me. The class started to laugh and then they too fell with zest into their parts.

A couple of minutes later I got up to sharpen my pencil and on the way tapped each child on the head. Each one made an outcry and complained to "teacher." I, of course, denied everything.

About ten minutes later I put my reading book away and went to the back of the room to play with the turtles. The boy to whom the turtles belonged complained to the teacher saying that last week I (George) played with the turtles and one died. George by this time had a complete picture and when I looked at him, he was laughing heartily.

After he and the class calmed down, I asked the children if I had done George an injustice by exaggerating his role. They all exclaimed that if anything I had underplayed. George unbelievably said, "Do I do all these things?" The rest of the afternoon George was a cooperative member of the class, repainted the three trees he had spoiled and asked if he couldn't stay after school to make some more.

A week later, the diary continues:

I keep saying to myself, it "ain't so," but George's good behavior has continued for a week. The week has been a hectic one for even the children with the most placid of dispositions and thru it all George has been a pleasant working member of the class.

Learning Values thru Constructive Participation

Proper respect for the property of others is one of the complex character traits valued by our society. Occasionally the teacher's trust

and faith alone seem to work where padlocks, grilling, and threat of punishment might fail. John Shimmick found himself in a school where distrust and fear of apprehension were the rule.[19] Here he describes how gradually the class standards and group morale replaced physical barriers. The freedom to fail is coupled with a strong, constant stimulus to success:

> My job was to start a new drawing class in a room without lockers or cabinets or drawer space. My school is a water-front school and often said to be composed of dishonest members. Therefore, I decided to have everything in the open. For this purpose I designed a mechanical drawing rack which contains pencils, compasses, erasers.
>
> My purposes were to teach each boy to leave his classmate's properties alone; keep his own instruments in near perfect condition; be proud of the condition of his working tools; keep his drawing board clean and in excellent shape. Each week we have a new custodian of the rack and his assistant. If something is missing, we stop and look for it until we find it. The system constantly encourages honesty. . . . I'm not hesitant to praise honesty or order; it's basic to the workmanship I'm teaching. . . . After two years we still have everything in the open with almost *no* loss at any time.

A good idea may be used by whoever recognizes it; but quite different is society's concept of ownership with respect to a car, a bicycle, wagon, doll, pencil, and other material items. Unequal distribution of these items may cause one boy to value his ten new pencils less than another boy values a single stub. This comparison may tempt the one to "steal" from the other; but our legal codes are not designed to rectify inequality —rather, to define the rule and punish the offender. There is a somewhat unreal consolation for the social outcast in the explanation that he is the product of his society; for society does not punish itself for his behavior, except thru him. To minimize the importance of learning these fine and sometimes seemingly inconsistent limitations is to invite social failure.

Honesty, decency, dependability, integrity, self-discipline, good manners, sociability, tolerance, and similar character terms all refer to the set of social standards to which society expects its members to adjust themselves. For violations of its limitations society has established graded penalties variable with age, sex, socio-economic backgrounds, and frequency of offense. As the child matures his society expects increasing conformity to its standards. It is one of the normal tasks in the development of every individual to learn this system of limitations and rewards. An education either by parent, gang, or school in

[19] Public Schools, Oakland, California.

unlicensed behavior cannot be tolerated by responsible society. In the foregoing example, Mr. Shimmick found ways of teaching society's limitations on personal properties.

Sometimes emphasis on the value of material things results from classroom needs, from damaged or inadequate school facilities. Janet Luke's sixth grade found itself building its own furniture—and liking it! Their skill soon took them beyond their own personal interests:[20]

> The next project planned was wooden toys to be presented to our kindergarten children when finished. Designs were studied and made. The teacher made several trips after school with groups of boys and girls to a central woodworking shop where electrical machinery was available. When the toys were cut they were placed on wooden standards. Empty spools were cut and served as wheels for moving the toys on the floor. . . .
>
> Now if you were to peep into the kindergarten, you would see a brightly colored circus parade of wood, ready to start: a clumsy gray elephant, a big brown bear, a rhinoceros with open mouth, a spotted leopard, a clown in gay costume, a giraffe towering over all the others, and a monkey bringing up the rear.
>
> Stories have been written, too, imaginative stories in book form to be read to the kindergarten children when the "parade goes on." When the toys were presented one of the builders remarked, "They're much nicer'n you could buy in any store."
>
> Nor have the three R's been neglected because of this workshop period. They have been strengthened because of it. Arithmetic and language arts played a real part in this project. Perhaps far greater than the value of the toys themselves, which these sixth graders prize so highly and which our young children will enjoy for a long time to come, is the unity that has developed in this sixth-grade group and the individual control they have gained as persons while working together. The joy and value of sharing and doing something for others in the school has been an important part of the project.

Helping others on a small scale is the challenge of single schools and single individuals. An Arbor Day activity first suggested and planned by a few class members, then by an entire fifth grade, and finally including parental assistance, was such a project grown from a small beginning. The outcomes as reported by the teacher were:[21]

> There was a watering schedule; each week a new group was responsible. The shrubbery flourished; cross-cutting and playground trash faded. Interest and pride in the school grounds grew.

[20] Yates School, Schenectady, New York.
[21] Helen Davin, Pleasant Valley School, Schenectady, New York.

"Stay off'n that lawn. My dad and brother worked hard," declared a small fry, while "Just see those bushes grow!" was echoed often.

You seldom destroy that for which you have worked hard!

At Athens School, a rummage sale to secure money to improve the seventh-grade classroom soon led into a clothing program for repairing and renovating clothing.[22] Definite concern and interest in the solution of their own clothing problems were noted and improvement in personal appearance of members of the class was evident. The class decided to forego the rummage sale and contribute the renovated clothing to the Victory Drive.

Probably the highest type of creative social activity is community self-improvement. A report from the Wydown School at Clayton, Missouri, will serve to illustrate how student values may be clarified and the community unified: [23]

Early in the fall of 1946, the student government, the faculty, and the parent-teacher association, which enrolled 85 percent of the parents, discussed the possibility of jointly setting up some standards which could be guides to parents as well as students in the personal and social situations which most frequently give rise to difficulty.

A questionnaire, "What is your opinion?" was mailed to each parent so that they would be received on the day students filled them out at school. Results were tabulated in three groups: boys, girls,

[22] Reported by Anna B. Jett, Fayette County, Kentucky.
[23] Submitted by Carl L. Byerly, principal.

Everyone Helps To Make Arbor Day Real

Duluth News Tribune



parents. With these data a joint committee of eighteen elected students, seven elected parents, and four faculty members drew up a code of standards. It was presented to each homeroom for adoption and finally to the April meeting of the PTA.

The committee decided against asking either parents or students to "take a pledge." Instead, the code was to serve as a guide rather than as a coercive code. In each group the code was adopted almost unanimously. After adoption, it was printed in an attractive one-fold leaflet for distribution. The code includes: (Social Affairs) Parties, Chaperons, Dating, Hours, Formal Dances; (After School and Evening Activities) Parental Responsibility, Returning Home from School, High School Fraternities, Use of Telephone, Individual Entertainment, Reading Materials, Movie Attendance, Homework, Radio Programs, and Some Recommended Magazines.

The improvements from this group action were many, not the least of which were the experiences of youth in successful adult-youth cooperation. Student participation in such cooperative planning and activity results in better control of and adjustment to environment. The illustrations of constructive participation have given emphasis to the importance of appraising things on their personal-social utility to man. Without experience with these last approaches, verbal approaches to value development are rather empty.

Applying Multiple Approaches to the Development of Desirable Values

For the purpose of analysis, ten approaches to the development of pupil values have been treated separately; however, in real practice they merge together. As was repeatedly emphasized in the discussion of misconceptions, not only must the approaches complement one another to be effective, but they must also do so with consistency.

Multiple-approach programs are probably best illustrated by direct action agencies employing every means to counter adverse attitudes while at the same time aiming to develop favorable attitudes that lead directly to action. Such agencies, being less restrained than schools, tend to give more stress than do schools to direct action and to physical changes to obtain their ends. Unfortunately it must be admitted that too often the communties that most need an active communitywide program for providing housing, parks, education and recreation, as well as providing economic and spiritual futures for youth, seem least concerned about their young people. A school that forgets values to do only a fair job at teaching skills may rationalize that it is living up to what the community demands. But such thinking cheats children and youth. Better teaching gives them the opportunity to develop values which will give direction to the use of the skills acquired.

The school must not forget that it has resources for thrills, adventure, recognition, response, security, and new experience that can more than match any out-of-school activities. For example, anyone who is familiar with youth gangs cannot help but realize the boredom of roving from car to restaurant to street, to cards, to dime store, to coffee shop, and back again. School, on the other hand, can give youth challenges as big as the world itself. Such a challenge was the United Nations unit posed for eighth graders by Mabel Tucker.[24]

Correlating art, language, and social studies, Mrs. Tucker outlined a multiple-approach unit on the United Nations that had as one of its objectives: "To inspire each pupil to become a citizen, educated for freedom, who contributes effectively toward WORLD PEACE." Toward this purpose, the class used newspapers, magazines, films, radio, speakers, maps, charts, graphs, models, texts, and library. Students, besides reading and listening, gave oral reports, spoke to adult clubs and outside groups, sampled opinions, wrote a long theme, compiled a research bibliography, wrote letters, had panel discussions, debated, wrote script and music and acted out for a public audience an original radio play, made costumed dolls, and wrote original poetry. What this experience did for Mrs. Tucker and her class may be indicated by the summarizing comment from her description of the unit.

> The abstract values such as the self-satisfaction and joy we all found in this work, the sense of values gained, the appreciation of freedoms, with the realization that we must work diligently to maintain such freedoms, the sympathies and tolerance developed, the qualities of good citizenship stressed, and by some absorbed, cannot be measured. To the teacher who guided the unit on United Nations, it has been the most gratifying accomplishment in her teaching career. To have watched young Americans grow and develop so remarkably in defense of something very fine is a thrilling experience for any teacher.

Nurturing Values thru Living

In all of the above descriptions, each approach was merely an opening wedge that permitted the introduction of something to modify the learning situation. Unfortunately these short sketches could not show adequately the human and physical colorings, the creative and healthy atmospheres, the interpersonal relations, the administrative and supervisory guidance, and the teacher's imaginative insights that combined to develop democratic values. Each incident, however, has been an argument that educators must concern themselves with the immediate environment of the learner, which all too frequently is barren of the

[24] Lake City School, Seattle, Washington.

touches that make the difference between an interesting and inspirational setting and one that is only sham.

The real essence of success in value development lies in the action of the community and its agencies, including the school, in providing a healthful environment for living and learning in which the desired values can develop. The implications are obvious. At the intellectual level, the community and its agencies must re-examine their physical, emotional, and social environments and the many conflicting systems of reward to which youth is subjected. At the functional level the community and all its agencies must bring about the environmental changes that will produce the rewarding pleasures of everyday life closer to the ideals it maintains.

Failure of a home or a community to support basic democratic values does not in any way lessen the school's responsibility to work for these values. Better teaching, as described in these chapters, must supply learners with opportunities for the development of values thru worthwhile situations in which good living is emphasized. In this chapter the importance of getting these changes started has been emphasized.

In the close living of the classroom situation the teacher is in a strategic position to modify and be a part of the pupil's everyday living. Working, playing, and sharing experiences together in an atmosphere of mutual respect, teacher and pupil share values.

In the classroom, the key to effective human relations is an understanding of the individual learners. Understanding the child or youth and his motives should be the starting point for every approach and combination of approaches to the examination of values. The discussion of false assumptions with regard to value development warned against trusting assumptions belied by immediate facts, and against employing methods that disregard learner's backgrounds; it underscored the need for examining each situation individually.

Developing values is no easy task, either for learner or teacher, but it is a vital task. In this chapter the main emphasis has been upon the ways, the settings, and the activities with which teachers have had success in helping pupils develop desirable values.

For his own self-improvement, and paralleling the behavior demands he makes upon his learners, the teacher should (a) *clarify his own values,* (b) *cooperate with school staff and community agencies in planning for and providing the kind of environment that can produce the desirable behavior and ideals, and* (c) *help his pupils thru direct contact to work out and be able to think thru for themselves the relation of their values, ideals, and behavior to social reality.* More directly, the teacher must help select, organize, and make available to the learner

the learning activities and situations that can supply the experiences necessary to influence underlying motives and action patterns.

This chapter has stressed the importance of actually getting started, intentionally and intelligently, in the task of helping pupils to experience situations conducive to desirable attitudes. A classification of ten ways for beginning the development of values ranged from the most conventional (and most frequently overrated and overworked) verbal approaches to the more active and effective performance approaches and their combinations.

It becomes evident that *values are nurtured in ordinary living.* This is extremely significant to those who wish to influence youth, for it means that good teaching may begin value clarification with practically any activity or level. It is also evident that such activity—whether verbal or visual or direct—should be based on the kinds of experience that put a premium on the behavior and ideals valued in a democracy.

CHAPTER SEVEN

Providing Opportunities for Social Action

SOCIAL ACTION is a term subject to several interpretations. In its broadest sense any action a person takes may be considered social in that it affects others. In common usage social action has come to be applied in a more restricted way. As used in this yearbook the term refers to action designed to change the environment to improve the quality of living for the total social group. It refers to action by individuals and groups who have become concerned about more than their own individual interests, who have assumed responsibility for the social good, and who go beyond self-interest to take action in areas not definitely allocated to anyone.

Social action as here defined has the further characteristic of attempting to influence others to take action. An individual or group has taken social action when there has been an attempt to extend a concern to a wider group and to secure the cooperation of others in the achievement of a common social goal.

Seeing Social Action as a Responsibility of Education

If the school is to be an effective social institution, it must afford children and youth experiences in social action. Willingness to make choices of action in the light of the welfare of society as a whole must be fostered as an integral aspect of the program of the school. Development of this attitude and inclination must begin with the first contacts of the child with the school and must continue thruout his total school career. This position is based upon several considerations.

Social Action Is Essential in a Democracy

A democratic society postulates change based upon the use of intelligence. The process of change includes both creative thinking to arrive at effective answers to human problems and constructive action in terms of projected solutions. To be an effective member of a demo-

cratic society the individual must be able to take an active part in the constant reformulation of social values, procedures, and organization. The vitality and success of the democratic way of life are dependent upon the extent to which every citizen assumes responsibility for necessary individual and group action. The ability to function efficiently as a member of a group is a skill which must be acquired. Hence the school, charged with educating for citizenship, is an institution whose functions must include the development and refinement of the skills necessary for intelligent action within a democracy.

Recognition of social action as an aspect of better teaching requires an extension of learning beyond becoming informed or even concerned about a given social problem. Children and youth must experience the meaning of "do" democracy; they must assume important responsibilities; they must contribute to an understanding and solution of problems of living.

Action Is Determined by Values

Action within a democracy can be for selfish ends or it can be for the improvement of the common welfare. For any individual, the type of action is determined by the values which he holds.

As indicated in the preceding chapter, values in a democratic society cannot be forced upon an individual. Neither can action. The experiences a person has as he attempts to put his values into action bring about a rethinking of his values. The teacher's task is to create a situation where values can be tested by using them in making choices that matter. The teacher must then help pupils judge the results of their values when put to the test. In this way values are validated or changed. Thus, providing opportunities for social action is one phase of assisting pupils to develop values.

Group Social Action Is a Part of Modern Society

Altho social action can be taken by either the individual or the group, the individual acting alone is handicapped in our modern, organized society. The force that can be exerted by individuals working together is much greater than that exerted by one person acting alone. Sheer numbers, one hundred forty million if the national community is thought of, make it necessary to work with others to contact, influence, or change a sufficient proportion of the population to bring into reality the goals that are sought. To make his values count, the individual must learn how to find others with similar values, how to plan for group action, how to organize, and how to select appropriate forms of action. All of these skills are developed by better teaching.

Not all of the reports presented in this chapter meet fully the criteria

of social action proposed in the foregoing paragraphs. In many cases teachers and pupils are concerned with doing "good," with improving some condition around them, but they stop short of attempting to influence a wider group to work toward that end. However, experience in self-directed, cooperative attempts to improve the physical and social environment are basic training for more involved operations, where interest and concern must be generated in others. Therefore, examples of *steps toward* social action are included along with illustrations that fit the definition of social action used in this yearbook.

The remaining portions of this chapter describe ways a teacher can encourage a class to act for social improvement, and relate types of action pupils have taken in the school, in the local community, and in the broader community. If the examples seem limited, it may be an indication of the need for greater attention to this phase of teaching.

Factors Affecting Social Action in Schools

In schools and classrooms where social action is encouraged several factors seem to be at work.

There Is a Conviction That Action Is Important

Before students will spontaneously propose group action, teachers must really believe it essential for pupils to carry conviction into action. They must be willing for class time to be spent in planning, preparing materials, going to other groups to influence or to aid them, and evaluating the progress made. The teacher must see experiences and the acquisition of knowledge as means to effective functioning rather than the end-point of teaching effort.

Security in School and Community Is Present

A teacher who hopes to provide opportunities for pupils to take social action must first win the confidence of the school administration and of the community. Without support from these sources, the teacher and his group will be limited to small, unimportant types of action. It is easier to win confidence if one is capable and shows a sincere interest in helping individuals and groups in the community.

The actions of Antonia Lewis illustrate one way to establish community confidence in the teacher.[1] Miss Lewis writes of her teaching experience in a community where strawberries were an important crop.

> I was anxious to improve the quality of living of the people who lived in this community. I invited the parents to attend the PTA

[1] Miss Lewis was teaching in a rural school in Virginia at the time.

for I needed their cooperation. The school and the community had to work together. Most of the parents came to the meeting. We planned for the needs of the children in the community. . . . I made my plans for our class program based on the strawberry. We talked about the planting, bedding, how and when to transplant them, how to prepare the soil, the different kinds of strawberries, their names.

On two Saturday mornings I went out in the field and picked berries. Altho the strawberry field was three miles from my boarding place, I was there at seven when the people started to work. All of my pupils were there with their parents. In talking with them I found out how they worked and who picked the most strawberries. It was a wonderful experience for me. . . .

In order to know my community and my children I had to visit their homes. I visited all my children's homes but the greatest experience I had was when I visited a retarded girl. A. was thirteen years old and in the second grade. I had promised to pay A. a visit after school on a Friday evening. At three o'clock we started. I'm a fast walker but it was six o'clock when we arrived. I couldn't go back home the same evening. I was too tired. . . . Saturday morning I hired a neighbor's car to take me home. It cost me two dollars but the girl and her parents were very happy that I visited their home.

The Program Is Flexible

If a teacher believes that the class must cover certain pages in the textbook each day and plans the class so definitely that it is possible to predict with accuracy what the class will be doing each five minutes of the week, little social action is likely to occur. Subjectmatter organization and time must be flexible if teaching is to be done thru activities. The experience itself must be recognized as "subjectmatter" and facts as materials to be used. Principles and generalizations must be seen as the summary of experience, not as subjectmatter to be covered.

Social action is not always planned for in advance by the teacher. The need for it may emerge as Chandos Reid found in her core class while teaching in East High School, Denver, Colorado:[2]

> The City Council was deciding whether to adopt daylight saving time and the issue was being debated in the community. The radio, whenever it was turned on, blared forth spot announcements and fifteen-minute speeches on either side of the question.
>
> A group of tenth-grade students also debated the question between periods as they gathered in their classrooms. Before the bell rang they turned to the teacher and said, "How can the City Council tell what the people really want? They don't know who

[2] Miss Reid is now on the staff of the Horace Mann-Lincoln Institute of School Experimentation, Teachers College, Columbia University, New York.

hires the different speakers or which ones represent most of the people. How could they tell?"

The class thought together of the various means that the Council had for determining the real attitude of the people. They listed such avenues as making a list of the people who paid for the program or of the announced sponsors, learning of the professions and interests of the people who actually made the announcements, and talking with the people whom the various councilmen knew.

One student suggested that the Council needed a survey of community opinion. Another said, "Couldn't we make a survey like that?" The teacher asked what would be involved in making such a survey and the group mentioned such items as:

finding out from the Council whether such a survey would be useful

making a cross section of the different interests in the community

getting enough representatives from each type of interest for it to be fairly valid

getting reasons for opinions as well as whether or not people favored the daylight saving plan.

One of the students who knew the councilman for the district volunteered to call him to see whether or not the Council would welcome such a survey. He came back with the answer that the Council would be very happy to get this index of public opinion, and that the Council was particularly concerned with the attitude of dairymen and truck farmers who lived outside the city but who would be affected by the change.

Permission was granted for excusing students from school. A questionnaire was developed by the group, assignments of students were made for the sampling which was to be made, interviews were planned and practiced. The group then spent time getting the opinion survey from people in the community. The results were compiled and arranged in an effective style for presentation to the Council. A committee of students was delegated to take the report to the City Council. Needless to say, however, the entire class went along to watch the proceedings.

The survey showed clearly that all groups within the city were strongly in favor of daylight saving time except the theatrical group which felt that it would lose trade by the change.

The students were shocked when in spite of the data the City Council voted against the adoption of daylight saving time. Indignantly they returned to class the next day. "How can the Council vote against public opinion and in favor of a pressure group? How are they voting on other questions? Who are the councilmen? What kinds of things influence them?"

An intensive study of the city government, a thoro examination of council action, followed in class. In addition the students them-

selves organized a group outside of school in which they considered problems of government, followed Council action, wrote letters or made phone calls to councilmen regularly.

So intense was their interest that the group continued to be active even after its members went away to college. Each member became active in a group concerned with government on a campus of his choice and reunion meetings were held for at least two years after the group had graduated from high school.

These actions of a high school group meet well the tests of social action: (a) the actions were designed to secure a change that would benefit the greatest number of people; (b) the group attempted to influence others to take needed action. The account shows the way in which students are encouraged thru experience in social action to continue to find creative outlets for their concerns.

Students See a Problem and Want To Do Something about It

In the foregoing example, Miss Reid did not introduce the problem. The problem was in the community and it was important to the students. Daylight saving time was their problem, not a topic the teacher was forcing them to discuss. Therefore, there was no need for the teacher to build a concern. In this instance, the teacher's function was to be willing for the students to undertake such a study and to help the students plan their investigation.

There may be occasions when the teacher will find it desirable to bring a problem to the attention of students. This is the teacher's right and responsibility as a member of the group. Unless the students develop a genuine concern, however, there would be little gained from pursuing the problem.

Strategy Is Worked Out with Students

The class planned how the investigation would be made. For example, the students secured community backing by getting the Council's authorization before much action was taken. If one of the purposes of taking social action in school is to learn how to be effective in social action, an important part of the process is learning how to plan the action. Since many teachers may not have had experience in action groups, they may have to learn strategy along with their pupils. Such inexperience may even be an advantage if it makes the adult member of the planning group more willing to encourage pupils to plan.

There Is a Willingness To Let the Group Fail

A class may fail in its action as the Denver group did. But the students in this case learned from their failure, perhaps more than they

would have had the Council accepted their survey results. Out of failure grew an interest which led to classroom study and the formation of an out-of-school citizenship concern that lasted for years. While it is desirable for groups to experience successful social action, better teaching also utilizes the concern generated by failure.

Skills Are Taught as Needed

Concern for social action does not mean neglect of what is traditionally regarded as "the fundamentals." In fact, social action makes tool skills more important than ever because they are used for an obviously worthwhile purpose. Unless skills are being learned, other work cannot be done. Time is taken when needed to build skills and knowledges whose lack becomes apparent during the activity. In addition, other fundamentals—the social skills discussed earlier—are also being developed.

What Schools Are Doing

Descriptive accounts of school activities submitted for use in this yearbook show that the concept of what constitutes social action by school groups varies greatly. The pattern of variety is wholesome and encouraging. As yet no crystallized approach which is applied in all school situations has developed.

The descriptions received fall into three categories. They are: activities centered in the school itself; activities which extend the school into the local community; and projects or activities whose major focus is in the large community.

No one of these categories should be interpreted arbitrarily as being more valuable than the others since one type of activity may be as significant as another in a given school situation. In fact, all the categories tend to overlap each over and, in any school, activities which fall into all categories may be going forward simultaneously.

Taking Social Action in the Immediate School Environment

In many respects the most feasible approach to social action may be found in the classroom and school environment in which children and youth operate daily. The results of action in the school are generally immediate, and such action also provides opportunities for development of skills required for large-scale undertakings.

The Environment Is Made Attractive

In the Greenhow School, Tallahassee, Florida, teachers and children developed a plan for improving the school environment thru utiliza-

tion of available resources. Children chose discarded articles and other more or less useless pieces of furniture to make the classroom more attractive and useful, as well as to improve home living conditions:[3]

> Each child agreed to look around his home and the school to see how many things could be found that might be turned into useful articles. The following things were brought to the schoolhouse and made useful by the students:
>
> Three orange crates were used to make a dressing table.
> From branches of trees we made chairs.
> Out of pieces of boards we made bottoms for chairs.
> From meal and flour sacks, wall rugs and curtains were made.
> Old broken down chairs were repaired and painted.
> Old discarded dressers were sandpapered and painted.
> Ice cream containers were used to make wastebaskets.

This same group engaged in a school beautification project the succeeding year. Among the improvements completed were the laying of a cement sidewalk, planting of flower beds, and construction of playground equipment. In evaluating this project the principal states,

[3] Reported by Patseylee B. Payne, principal.

The Very Young Help To Improve the Environment

Long Beach Public Schools



"From this project the children learned arithmetic, spelling, science, and all the fundamentals of the three R's."

In a Florida high school the entire student group became concerned because the general appearance of the school plant and grounds was unsatisfactory.[4] This group approached improvement of the school environment with the conviction that the quality of living and learning in a school is directly affected by the quality of the environment in which learning occurs:

> Students at our high school concluded that the appearance of one's school grounds reflects on the habits and appearance of the students. They decided that their school grounds were not giving a true picture of the student body, so a beautification program was begun. Not only did the students feel that the grounds could be improved, but also that the appearance of the inside of the building would be helped by a little painting and cleaning. The first step which was taken was to paint the library and study hall. The ninth-grade pupils did the painting after school hours. The tenth grade then painted their homeroom.
>
> The Honor Society decided to sponsor a clean-up campaign and a committee was appointed to check rooms each day. . . .
>
> Classes began to take notice of shrubbery which had become misshapen and ugly. One class made a draft of the school grounds and marked all the unsightly plants which should be removed. Students and parents were then asked to contribute shrubbery and cuttings. The agriculture boys removed all unsightly shrubbery and trees and planted the new shrubbery and trees.
>
> Finally, plans were made to assure proper care of the grounds and to prevent bicycles from crossing the lawn. The students of both the junior and senior high schools are now taking pride in their building and in their campus.

While these examples both deal with beautification, other action for the improvement of the school environment can be undertaken as the next illustration shows. Beautification is an easy first step. The need is clear; success is not difficult. The important result is that pupils discover they can improve their environment and accept responsibility for doing so.

Safety Becomes a Recognized Problem

Bertha Rubel's second-grade children received their idea for service to others in their school from a movie they saw. The teacher's diary contains an account of the beginning of their venture:[5]

---

[4] Reported by Geraldine Adams, Calhoun County High School, Blountstown, Florida.
[5] Washington School, Carteret, New Jersey.

December 11. At a recent school assembly we saw a moving picture put out by the State Motor Vehicle Department on "Safety on the Highway." When we returned to our room, we discussed the picture. We decided to notice for a few days the actions of children which are apt to cause accidents. A few days later we listed these actions (such as running in the street after a ball, crossing between corners, etc.). We came to the conclusion that we should do something to help keep us safe. We decided to form a Safety Club. Several names were suggested but we finally selected the "ABC Club" (Always Be Careful). This name was not original, as some child had seen it in a book but all agreed to use it.

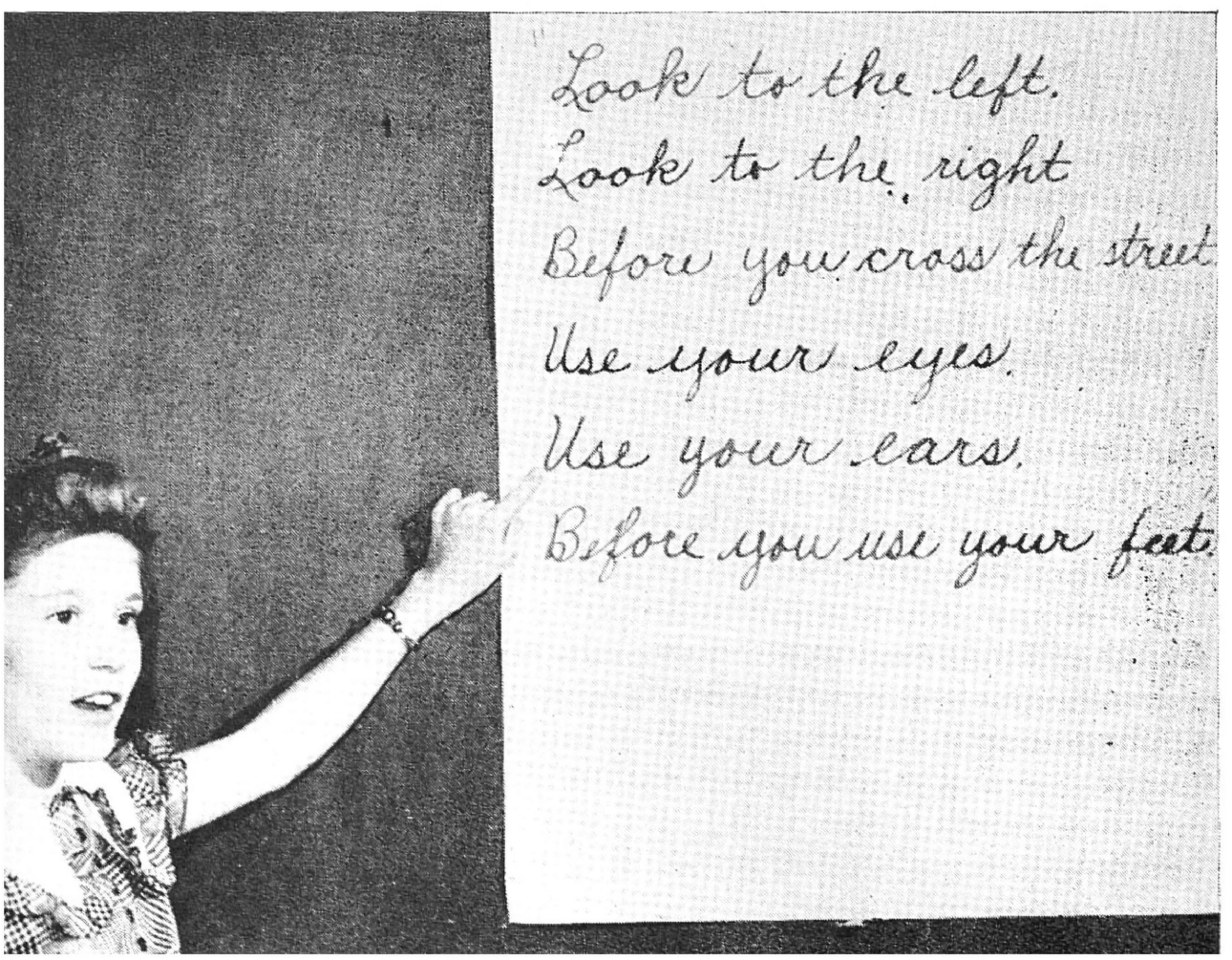
Officers were elected and committees appointed. The club decided to make a list of rules for safety, and to speak to any child not observing safety rules on the street or in school. They later decided to make safety posters and ask the principal's permission to display them in the halls. Much enthusiasm has been aroused in all members of the club. Placing their posters in sight of other children in the school is a great source of satisfaction to them.

A later entry shows how the group carried their responsibility.

January 8. The ABC Club had a meeting today and decided to make a movie on safety by making a series of pictures on rollers. This would be rolled across a frame made of a large box. The picture the Motor Vehicle Department had shown illustrated wrong things people were doing; *their* movie would stress correct safe behavior. The children's pictures would be simple; they'd have a narrator instead of writing, so they could show the movie to the kindergarten children.

The ABC Club Works at Safety for All

Denver Public Schools



Lighting Needs Are Investigated

A classroom condition, such as the need for better lighting, can serve as a focal point for group action. In Robert S. Ireland's school, for example, an eighth-grade class made a study of lighting needs, measured all rooms in the building, and made scale drawings of each room.[6] The drawings were sufficiently accurate and complete to be used by a lighting engineer in making recommendations for improved lighting. The results of the study were publicized, especially thru reports to the PTA. The account says:

> It would be hard to measure just how much student interest in in their school was promoted by this action. However, we have found over a period of years during which similar projects have been carried out that, on the whole, students have a greater respect for school property. There seems to be less marking of desks when students help in repairing and refinishing them. There seems to be less defacing of walls when students help in planning the painting and sometimes help with the work.
>
> Our aim in making the public more conscious of the need for better lighting met with rather disconcerting success. . . . People began to wonder how the superintendent and principal had been so lax as to allow this situation to exist without having done something about it long before.
>
> P.S. We are now enjoying the new lights.

Children and Parents Establish a Library

Dale Draper reports social action in the development of an elementary school library.[7] Necessity for the library was occasioned by the fact that this school had to depend on books borrowed from the public library. The faculty of the school made a thoro study of the need for a reading room and then discussed this need with the children. As a consequence of this discussion, the children became interested in a reading room and began to participate in formulation of plans for establishment and operation of the library. Mr. Draper writes:

> Children did much of the thinking and work necessary to get the reading room started. Our sixth grade found out all they could about libraries, made plans for operating the school library, and took all the steps necessary to put books into circulation. The necessary typing was done by six mothers, members of the PTA.
>
> While the sixth grade was busy with its project, other groups were learning all they could about libraries and the handling of

[6] Bradford Academy, Bradford, Vermont.
[7] Principal, Northwestern Elementary School, Battle Creek, Michigan.

> books. Activities included visits to the public library and setting up room libraries. . . .
>
> It is much too early to state whether or not our school library will be successful and whether in the long run children will read more. All we can say is that, at present, some sections of the library are "clean" of books and our student librarians are happy and competent in their work.

A Council Program Extends beyond the School

Social action can be schoolwide. In some instances such action is taken thru student councils, committees, or informal pupil leadership.

Gussie D. Parker, principal, and Ruth Nester, teacher, tell of the way the school council organized their school for action.[8] This council is composed of representatives from each group in the school and functions primarily thru committees. Each week the council assumes full responsibility for the assembly program and in this manner keeps the entire school informed regarding its actions and plans. One year the council chose as its major theme, "Being a Good World Citizen." To facilitate development of the program for the year, the following committees were appointed: School Citizenship Committee, Community Citizenship Committee, American Citizenship Committee, and World Citizenship Committee. The reports of the children on these various committees explain how they promote group action:

> *School Citizenship Committee.* Our committee has made a study of some of the needs of our school. These are the activities that we plan to carry out during the last half of the year:
>
> We have set aside the first week in March as clean-up week for our school. Each room will be responsible for its own classroom and for a certain part of the school ground. It seems that we have become a little careless in the way we keep our school ground. Some housekeepers from some of the rooms are careless with the trash and dirty water they bring from the room. We are working on a check sheet which we will give each room so that it may grade itself on room housekeeping.
>
> Since the new building has taken up so much of our playground, we have asked permission to go to the superintendent and the board of education to see if there is any way to give us more playground.
>
> *Community Citizenship Committee.* A report has come to us that some of the school boys and girls do not behave as they should in public places. On our program February 26, we plan to show how boys and girls should behave.

[8] Clinton Elementary School, Clinton, North Carolina.

We plan to interview members of the different civic clubs to find out what they do to help the community. We want to attend meetings of some of these clubs and especially the Junior Chamber of Commerce, which has shown great interest in our school, and the Lions Club which sponsors the School Boy Patrol.

We also want to see what we can do to help with the recreational program, especially during summer vacation.

American Citizenship Committee. We plan a bulletin board which will show the characteristics of a good American citizen. We have been invited to give a program on Americanism for the American Legion Auxiliary. We are going to ask the American Legion to help us get a new flag and pole. Our committee feels that the boys and girls of our school should be thankful that they live in a country which provides plenty of food and clothes and a way of democratic living.

World Citizenship Committee. We have helped in the drive for clothes to send to the European countries. Every room in our school is a member of the Junior Red Cross. We plan to send a number of exhibits to countries studied in connection with our council work. We plan to give three programs dealing with the work of the United Nations.

An important issue in many communities is how minorities shall find their appropriate status and place. In Roosevelt Junior High School the presence of minority groups afforded the motivation for organization of a Young American Club: [9]

[9] Reported by Cheryl B. Campbell, Roosevelt Junior High School, Richmond, California.

The School Council Emphasizes World Citizenship

Tulsa Public Schools



> Thirty-five students started the club. At present, there are two hundred forty-seven members of the Young American Club. . . . Within the past few months, Negro boys and girls have joined in increasing numbers. Other minorities are also represented, as well as majorities. One girl remarked, "I know I belong here; I am a part of the Young American Club, and it is fun too."
>
> During the meetings, educational as well as social activities have been presented. Some democratic principles which have been stressed include:
>
> > regard for human personality, equality of opportunity for all, preservation of minority rights, and expression of majority will thru free elections.
>
> Young American Club presented a radio program on the local broadcasting station recently. A short skit, written by the group showing the need for respecting all people, was given. An explanation about the club was also given.
>
> The club has organized a five-piece "teen-age" band and a chorus this semester. These groups have entertained at club activities and have also performed at other school activities. It is hoped that they may visit other junior and senior high schools in the community in the near future in an effort to advertise the club. Thus, the idea for other Young American Clubs might be spread.
>
> Former club members, who are now in senior high school, have returned to visit club meetings and social activities. These people have said that they miss the Young American Club in their present school life. They are trying to start such a club at senior high school.
>
> These Young Americans feel that by spreading tolerance and respect for all people, their future and world peace may be made secure.

The foregoing example is a case in which an issue in the community and the school was met in the school. While the school environment was improved as a result, the account received does not indicate whether steps were taken to help solve the problem in the community.

Extending Social Action into the Local Community

Another method of providing a realistic approach to problems of contemporary living involves study of community conditions and problems followed by actual attempts at improving living.

In attacking a community problem with her second-grade children Bertha Rubel used discussion, trips to the scene of the problem, and planning for action that might be expected to help the children go beyond verbal commitment: [10]

> A big problem in our community is rowdyism and destruction in a new public park. I have tried to develop civic pride in the

[10] Washington School, Carteret, New Jersey.

park by taking my class there when the weather was warm and letting the children enjoy the recreational facilities. Today an article appeared in the local newspaper about more destruction of some young trees. We talked this over and decided that we might help by planting a tree in the park on Arbor Day. Of course, we'll have to get permission to do this. How are we to get the money? It was decided that we could make a newspaper collection and sell it. We'll start our collection tomorrow.

Saving Food Is Everyone's Business

Wilhemina Bach helped children in her school to become aware of a condition within their power to improve and led them eventually to bid for the cooperation of others outside the school in solving the problem. Mrs. Bach relates the events leading to the formation of the Clean Your Plate Club: [11]

This year we decided to have the various grade children eat their lunches in one room, since the superintendent and cafeteria manager concluded that we didn't have the proper facilities or a safe room for a cafeteria. The two fourth and two fifth grades eat in the fifth-grade classroom with a teacher on duty for twenty minutes. When it was my turn to be on duty, I decided to do something about the complaints of the fifth-grade teacher as to the condition of the room and the food that was being thrown away. I had had one of the groups as fourth graders last year so I had them tell about our lunch time last year. The children told about putting their tables together so they could eat with their friends. They told how they talked quietly, so all groups could hear their group talking. They used paper towels for lunch mats to avoid leaving crumbs or water marks and to keep the other person's desk clean for his work in the afternoon. In cleaning up, each one swept the floor if any crumbs had fallen, threw away the paper towels, put the tables back in their proper places, and emptied the basket. "There wasn't a sign of a lunchroom when the other children and Mrs. Bach came back from their lunch," the children added.

I then asked the children why we should take care of this room as well and what we could do about the good food they were throwing away. I asked them if they had seen pictures of the Friendship Train. After talking about the train, the children realized that there were thousands of children in the world starving today. I asked them if they had ever been so hungry that they had to eat what they could find in a garbage can.

And so we planned what we could do to help alleviate this condition. A president was chosen and committees appointed to tell us "Why we should save our food," "What is being done," and "Why we should help."

[11] Stevens School, Stamford, Connecticut.

When one of the suggestions made was a campaign in all the grades, I asked, "Can we get all the schools to help?" I knew our school was scheduled to make a recording for the series on the Stamford radio station, so I brought out the fact that one of the ways to reach all the schools would be the radio. That's how our Clean Your Plate Club started and the recording was made for the broadcast.

The recording was a dramatization of a boy asking, "Why shouldn't I throw my sandwich away if I want to?" Then he was taken to a Clean Your Plate Club meeting. He heard the meeting being called to order, the reports of the committee being read and discussed, and suggestions made as to how children can help other children and grown-ups too. It also included some good nutritional lunches and two original songs and poems. At the end the boy asked to be allowed to join the club and decided to put his sandwich in the school refrigerator and not bring so much next time.

The various committees went to other grades in our school campaigning with pictures, posters, and talks, playing the recording and getting other children to join the Clean Your Plate Club.

Youth Surveys Housing Conditions

The class of Allie Dragoo became concerned about the quality of housing in the local community and undertook a comprehensive survey of living conditions in the community.[12] The students themselves have reported this project:

The purpose of the survey was to find out living conditions in Stamping Ground. Questionnaires were made out in class on what we considered the most important things. Points covered in the questionnaire were: occupation of the householder, number of occupants in each house, number of rooms, whether they had a bathroom, type of toilet, whether there was a telephone, water supply and what kind. Our last question called for suggestions from those questioned for improvements for individual homes or for the community as a whole. After the questionnaire was made out we chose committees to canvass certain districts in the community.

We found that there are one and one-half rooms per person, about one-fourth of the houses have bathrooms, not quite one-half of the houses have telephones, a little over one-fourth of them don't have city water either within the house or from an outside hydrant, about one-sixth of the houses have city water outside, and one-half of the houses have city water piped inside.

The survey showed the citizens of the community were interested in such community improvements as a garbage collection system for Stamping Ground, a community amusement project for the youngsters, a gas line, frequent clean-up campaigns, more adequate

[12] Stamping Ground High School, Stamping Ground, Kentucky.

traffic laws, a frozen food locker, a paint-up campaign, better roads, more street lights in some sections, and health protection thru improved sewage disposal.

After we had completed our survey, we decided to continue the study of home improvements by investigating methods and costs as well as the hows and whys of it all.

Students Focus Attention on Improved Living

Robert Strang's biology class in Tuscaloosa, Alabama, High School took an additional step.[13] During a class discussion it was found that over half of the persons present had had malaria. The students were amazed and began to wonder whether they were truly representative of the population of Tuscaloosa. A visit to local health authorities revealed a lack of reliable data. By this time class interest was so high,

[13] Reported by Kimball Wiles, School of Education, New York University.

Collecting Facts Is Part of Solving Problems

Stamford, Connecticut, Public Schools



students proposed that they secure the answers to their questions thru a direct survey.

A questionnaire was drawn up and plans for administering it were discussed. But the city was large. What was an adequate sampling? How should the information be gathered?

It was finally decided that the students would secure training in interview technics in school and then visit every fifth house in the city with their questionnaire.

Next the data were compiled and charts were drawn. The class found that they were an atypical group. However, the rate of malarial infection was so high that the students decided to take some steps to improve the situation.

The class studied causes and remedies for malaria and prepared literature for distribution in the school and the community. The findings of the study were submitted to the local board of health and to the city newspaper and a complete report of the study was placed in the high school library.

Various types of learning resulted from this experience. Facts were gained regarding biology, mathematics, publicity, and local affairs. Skill was developed in forming clear questions, interviewing, layout, charting, writing, and tabulating data. Most important was the carrying of the action to a conclusion. Collecting facts and drawing conclusions are action but social action is incomplete unless there is an attempt to use the conclusions in improving the condition causing a problem. In this instance the students shared their information with others in the hope of getting their concern shared by adults and fellow students.

Another group of pupils, a senior high school group in a rural area in the South, learned much firsthand information and gained experience in analyzing a situation thru their study of how wise use of land and water will help to achieve a better living.[14]

> In an introductory discussion of land and water resource use we found our community faced with an acute problem requiring immediate adjustments in farming methods and community planing. And so we decided (a) to find just what our problem is, (b) to learn what the people of our community are doing about it, and (c) to evaluate our practices against tried and tested methods of land and water conservation practiced elsewhere. We planned these activities to gather information: a community survey and field studies and interviews with members of the community. After the information had been analyzed we found that our community had many acres of eroded soils, with few acres of cover crops, woodlands, and pasture. The pupils suggested that all would have a better standard of living if this situation could be changed.

[14] Reported by Viola O'Bryant, Lexington High School, Lexington, Alabama.

> Our plan of action was made and executed by the pupils. They built check dams, planted kudzu for road bank protection and for a meadow outlet, and planted bi-color lespedeza for wildlife. Thru letters, discussions, radio talks, and programs they were able to convince the members of the community that something must be done.
>
> This problem of study provided many learning situations. The opportunities for research and inquiry were challenging to the efforts of the students. Pupils had experience in utilizing the resources of the school and community to obtain firsthand information. Thru this process, the students realized the relationship of the total environment to their own living and learning.

Action Is Part of a Study of Government

The American problems class of Margaret E. Mann organized itself into five committees for a realistic study of school, city, state, national, and international governmental problems.[15] A description of the Better State Government Committee illustrates how action may be taken to promote better government.

This committee studied the state constitution and books and pamphlets on Indiana government. They interviewed several state officials, local attorneys, and local political leaders. They sent a letter and a questionnaire to each of the forty-eight state governors. Several specific questions in regard to state and national relationships were referred to the President of the United States and to several cabinet secretaries. Miss Mann writes:

> After this extensive and unique research, the committee was ready to organize and evaluate its findings. After it arrived at an agreement on the improvements desired, the committee submitted a chart and an explanation of its suggestions to all of the classes. When minor changes had been made, it sent this revised plan of state government and an accompanying chart to the governor of Indiana, state political chairmen, the League of Women Voters, and several other organizations.
>
> Suffice it to say that some of these reports received state and national publicity. A representative from Indiana's administrative office came to our school to investigate further our suggestions on state government improvement.
>
> This project seemed to have a two-way benefit—the government officials seemed to like the idea of youthful citizens taking an active interest in government improvement and the students seemed to realize what influence an alert, intelligent, and interested citizenry could exert.

In Helen N. Merritt's high school social-studies class, the pupils

[15] Bosse High School, Evansville, Indiana.

became interested in a proposed charter to institute a town-manager form of government.[16] The group made a thoro study of various forms of city government, of the present form of local government, and of the proposed form of government. The group then summarized the major results of this study and published the findings in the local newspaper. Miss Merritt reports:

> A list of some values derived from this study includes:
>
> 1. Acquaintance with the method of initiating change in government.
> 2. Contact with practical demonstration of the working of democratic processes.
> 3. Awareness of difficulties involved in making changes in the form of government and in educating the pupil to be ready for a fair consideration of proposed changes.
> 4. Awareness of the position of the expert in a democratic government.
> 5. Experience in committee work and in group direction in the handling of a problem.

City Planning Is a Total School Concern

Sixteen schools of the Philadelphia system have given considerable attention to an important problem, that of city planning. Representatives of the Citizens' Council on City Planning, the Philadelphia City Planning Commission, the Redevelopment Authority of the City of Philadelphia, and the Philadelphia City Planning Exhibition Committee proposed that the pupils of Philadelphia participate in helping plan a better Philadelphia.

The schools accepted this challenge and as a consequence pupils from kindergarten thru the twelfth grade initiated studies of means whereby Philadelphia could become a better city. Pupils in these schools began to make models of neighborhood houses, streets, and stores. Then they went into their parks and along the streets appraising their city. Officials relate how the pupils in one of the schools attacked the problem of a better Philadelphia: [17]

> Each pupil made a detailed map of the land use for one particular block. They noticed the dirt and noise of industry near their homes. They looked to see where boys and girls played—often in narrow streets or on vacant lots and dumps. They watched children cross streets in heavy traffic and disappear into overcrowded, run-down homes. They were surprised when they counted three candy stores in one block and discovered no library within walking distance of their school.

---

[16] Darien High School, Darien, Connecticut.

[17] "Youth Shares in Planning a Better Philadelphia," a report furnished by John T. Mladjen, who supervised the project.

Back in school, pupils placed their individual maps side by side. They brought their communities to life in large maps of the entire neighborhood where their lettering showed locations of dirty lots, row houses, smelly slaughterhouses, smoky factories, taverns, and stores. In one neighborhood a group of boys and girls undertook a personal housing survey which covered sixty-six families. Their large painted chart of statistics revealed this picture of home conditions:

Number of families without private baths, 32.
Number with rats in house, 24.
Number with mice and roaches, 34.
Number of children dissatisfied with housing, 59.

The next step was to plan various ways of presenting the findings. Charts, graphs, diagrams, murals, and models told the story of what the pupils thought Philadelphia should be in the future. These findings and proposals were presented to parents, neighborhood planning committees, councilmen, and members of city planning groups.

Practical Farm Problems Receive Attention

Material contributions to improved living in a rural community have been made by boys enrolled in vocational agriculture classes of William R. Queen.[18] Both the teacher and the pupils assist the farmers of the community in overhauling tractors, building hayracks, constructing grain feeders, poultry feeders, and hog houses, and in repairing practically all types of farm machinery. In many instances farmers bring machinery to the school for repair while their sons are members of the agriculture classes. The effect of this program in improving community living has been so extensive that many individuals who originally opposed establishment of the community high school now are listed among its strongest supporters.

Students Organize To Provide Community Needs

In Fort White, Florida, no daily newspaper was available in most homes. Pupils in Eldridge Collins' school considered the need for newspapers and decided to sponsor the preparation and distribution of *The Fort White Star*.[19] This paper is issued weekly by the school and contains both school and community news. Local businessmen support the newspaper thru paid advertisements.

In the same community, high school pupils became interested in the problem of recreation. From a survey of available recreational facilities, it was found that at least 60 percent of the youth lacked ade-

[18] Cuba Community High School, Cuba, Illinois.
[19] Reported by A. R. Mead, University of Florida, Gainesville, Florida.

quate facilities. The findings of the survey were presented to the PTA with a request that adults in the community help develop a more adequate recreational program. As a consequence of this request, the school has developed into a recreational center with a program for all youth under the supervision of both adults and high school pupils.

Skokie Junior High School in Winnetka, Illinois, has had an active Bicycle Committee for a number of years. As a result of an extensive study by this Committee a bicycle ordinance was formulated by the pupils and adopted by the village council some years ago.

Recently children in the Skokie school became concerned that the bicycle ordinance was not being properly observed. The Bicycle Committee again initiated a wide discussion of the ordinance and means of better enforcement. The group discussed the problem thoroly with an attorney and the local chief of police and decided to formulate plans for a bicycle court whose sole duty would be enforcement of the ordinance. A comprehensive description of a proposed organization of the court, membership on the court, duties and powers of various court personnel, and punitive measures was drawn up. This plan of enforcement was presented to the student council with a recommendation that it be adopted. Donald Cawelti, principal of the school, recounts the fate of the proposal:

> When the council had discussed the matter fully, it decided to refer final decision to the citizens of the school, feeling that to be successful the court should have the support of at least a ma-

High School Students Get Out a Town Newspaper

Washington State Department of Public Instruction



jority. After long consideration, the citizens decided against formation of a court.

The Bicycle Committee sent out a questionnaire to find out reasons for rejection of the court. As far as we could learn from the results of the questionnaire, the students felt the machinery of the court was too complicated and the idea of punitive measures contrary to our general philosophy. They felt that more emphasis should be placed upon persuasion and education.

In the Battle Creek, Michigan, senior high school the student council took action to secure passage of a special tax levy for new school buildings and modernization of existing buildings.[20] As first steps, the council studied the high school plant and wrote a letter to the superintendent of schools in which needed facilities were described. In the subsequent tax election, the student council took an active part in acquainting parents and the public with school building needs. In the opinion of school officials the work of the students contributed materially to securing an affirmative vote.

In a rural community, recreation facilities are often non-existent unless leadership is assumed in the school. The girls of Ruth Kimpland's class recognized this problem and organized a game library.[21] The response of the student body and of parents was such that the group organized itself into a special club and elected officers. Definite plans were set up for efficient functioning of the library. The sponsor of the project summarizes the major results of this endeavor as follows:

1. It united some families with a strong bond.
2. Unconsciously the pupils took greater interest in other members of their family—especially younger children.
3. It proved the point that people of different ages could enjoy some of the same things together.
4. It gave children a sense of security with their family.
5. Best of all, it gave the pupils a belief in themselves—they had done something worthwhile and it was successful.

Schools Serve To Improve Quality of Living

The low economic environment in which some schools are located can often challenge the ingenuity of teachers and pupils. One such community was Mitchell's Mill, Alabama, a depleted, dejected community—the remains of a sawmill town. The largest buildings were the abandoned mill, the old commissary, and the one-room school. In 1937 the school became a laboratory for Tuskegee Institute and four years later the decision was reached to work intensively at making it a

[20] Reported by Ruth G. Penty, dean of girls.
[21] Willsboro Central School, Willsboro, New York

school which could improve the quality of living in the community. Deborah Cannon Partridge writes about this development: [22]

> With the interest of the director of the School of Education and the assistance of one of the faculty members and his classes, the miserably desolate school building has been changed in its entirety. The original large, unattractive assembly room was made into two rooms—one a small game room for the school children, out-of-school youth, and adults; and the other an attractive classroom. The children contributed to the beauty of the place by making pictures, curtains, chairs, easels, and by repairing and painting desks, chairs, and tables. The old classroom was converted into a workshop. Shrubbery was found in the woods and transplanted in the yard.
>
> To improve the hygienic features of the school and surroundings, the problem of drinking water had to be attacked. Children made a table to hold the improvised fountain (a nail keg with a spigot). The boys made a shelf to hold individual drinking glasses.
>
> The garden fences and the pigpen were repaired and the garden and pig became two projects of the school and community.
>
> The beautification program did not stop with the school building and grounds. Ideas were carried home and a clean-up campaign was started. The community was divided into areas with the larger girls serving as chairmen of districts. In addition each of the larger girls chose a room at home as a special project. Each girl planned and decorated her room. The boys noted needed repairs and were responsible for making them.

In another community of low economic level, Aldonia C. Joyner, principal-teacher, helped her pupils in a one-room school secure the cooperation of their parents and other adults in correcting many of the community's deficiencies.[23] Two of the projects reported by Mrs. Joyner will illustrate the procedures used:

We Build a Lunchroom

> When I first came to the small, dirty, leaky, dilapidated school and beheld the faces of fourteen undernourished and emotionally unstable girls and boys, my weekly allowance was spent buying fruit and sandwiches for noonday lunch. The children were in the habit of bringing no lunch at all or a very unbalanced or scanty one. We discussed the possibilities of a hot-lunch kitchen and decided we could build one. The children wrote invitations to their parents to attend a Sunday evening meeting. All of the parents came and we organized the first parent-teacher association in the history of the little community.
>
> Plans for a hot-lunch kitchen were discussed in this and other

[22] Department of Education, Tuskegee Institute, Tuskegee, Alabama.
[23] Arlington, Florida.

parent meetings, with the pupils and with other groups. We formed committees with all of the children and parents cooperating.

In the course of a few days our lumber, some old, some new, began coming in. Our white neighbors donated windows, doors, joists, and much of the other material. We soon had enough material on hand to erect a lunchroom almost as large as our school. Three of the patrons came to help with the foundation and one or two came every day to help the boys complete the building. Within three weeks our building was all complete and passed government inspection for federal aid.

The parents came to the school to help prepare the noonday meal so that they might understand the value of such a program. Recipes for balanced meals were mimeographed and given to the parents. Demonstrations were held showing how to serve a balanced breakfast and suppers that would fit into the noon lunch. Wash-up stands and dressing tables were made and the stressing of clean hands carried over into the home.

The children were weighed at the beginning of the term and each month thereafter. They kept their own records.

The building of this hot-lunch kitchen by the parents and children stimulated interest to the extent that a new consolidated building centrally located with a modern school cafeteria was erected about a year later.

We Engage in Poultry Raising

After our community survey revealed that the parents raised no poultry in spite of the large tracts of land they owned, various committees of adults and children got their heads together and worked out plans that have accomplished wonders.

We purchased two dozen baby chicks and five ducks. We were able to raise eighteen of the chicks and the five ducks as our first project. The children took turns caring for them. The committee contacted the poultry stores, feed stores, seed stores, and poultry raisers for information. They purchased medicines recommended for various diseases and they bought water purifier. We mimeographed booklets giving details of poultry-raising, written on a very easy reading level, and sent them to the parents. We organized a poultry club and parents as well as former students were included.

Parents came to seek more information. They began purchasing chicks in large numbers. There were times when we had to help them with poultry problems that were simple but to them very difficult. Usually the school children were able to solve these problems.

The children had unusual experiences with handling money during their project for they sold their eggs and chickens. Our children have to make their own money or they have none.

Every family now has chickens and the parents sell eggs on the

> market. There is a continuous project being carried on in the school thruout the term. We have begun keeping hens for laying purposes, the eggs being used in the school cafeteria. More and better housing for flocks will be continued at school and in the community.

The study of diversification of crops and soil conservation has resulted in one community in the development of school-home cooperation in raising standards of living. This cooperation has been effected especially thru the work of the vocational agriculture department of the high school. Porter C. Gentry and Lavon Buster describe the results: [24]

> On their own home farms the students carry out the following plan of work. In the fall they add to the soil the recommended amount of super phosphate before planting vetch. If the soil has too much slope it is terraced to hold moisture and prevent erosion.
>
> The work is planned by the students in their classes, practiced on their home farms, reported on again in group discussions, and observed on some farms on which the plan has been successful.

[24] Porter C. Gentry is located at Pilot Point High School, Pilot Point, Texas. Lavon Buster at North Texas State Teachers College, Denton, Texas.

Poultry Raising Goes on at School

Arlington, Florida, Public Schools



> On Saturday, classes sometimes work in groups on worn-out farms in the area, terracing and planting crops that will help to rebuild the soil. To date students and teachers have run more than one hundred miles of terrace in the soil conservation work.
>
> In the use of equipment, school and community are further unified. Farmers as well as students are encouraged to repair trucks, feeders, tractors, and other farm equipment in the high school shop. The school owns four farm levels—machines for running out terraces—which are used for group and demonstration work.
>
> Not only has the program built up the soil, but it has also increased incomes in the community. One farmer who had two sons in agriculture classes was influenced by them to diversify. He substituted maize for some of the cotton he had been planting. In one year the farmer almost doubled his income.
>
> In addition to the conservation and financial features of the plan, there is also an educational factor involved. Keeping constantly in touch with new ideas and trends in agriculture, the people of the Pilot Point community will continue to make progress in their program of soil conservation.

Children Go To Work on Rents

Working with what is sometimes superficially called a "problem class" in an industrial area of New York City, Dorothy Tymon found her fifth-grade children indifferent to school. Since the subjectmatter in the textbooks provided was completely unrelated to the children's environment, background, and experiences, the teacher turned to a news-sharing period as a solution. As Miss Tymon describes it: [25]

> This was a part of the day in which the children were encouraged to discuss news in terms of church confirmations, births of new baby brothers, baseball games, movies, their homes, and sometimes even neighborhood brawls. Interest in this special type of personalized "news story" was so great that the children began to write stories and plays based on their experiences. They acted them out in impromptu plays. Invariably, there followed requests to learn the spelling of such words as "pitcher" and "catcher," of "Pee Wee Reese" and "Jackie Robinson," or "lifeguard" and "bathing suit."
>
> This was more than learning the three R's in a new way; it was a kind of catharsis in which children who were bottled up in the cross currents of a big city could, in the "news story," give freedom to their thoughts and hopes, and meaning to the confused pattern of their daily lives.

From this simple beginning, Miss Tymon and her children became involved in social action in every sense of the word. The teacher's story continues:

---

[25] Public School 51, New York City.

One day, I talked about the fact that our rents might be increased 15 percent and showed them the story in my copy of *The New York Times*. The children seemed bored, restless. Then I popped the question, "What rents do you pay?" The class came alive. Here was someone who had knocked on their door and asked to be admitted into their lives. Somehow it seemed terribly important to them that the teacher was interested in how much rent their parents paid. Answers came out in an eager torrent.

About half the children knew their rent was $28 to $40 a month. We calculated what 15 percent of these figures was. But the fact that a rent increase of $4.20 or $6.00 per month might have to be paid was still not meaningful to them until we began to discuss such questions as: How much ice cream do I like to eat and how many ice cream sodas can I buy for $4.20? How often do I need a pair of shoes? How much do shoes cost? If I lose my ball, will I be able to get another one? Only in the light of these questions did a rent increase of 15 percent take on meaning.

One of my little "tough" boys called out, "Who's doin' that to us? They can't do that to us."

"Yeah," chorused some others, "Who's doing it?"

They'd become interested in civics for the first time. I explained that in the city of Washington, D. C., there is a group of men and women known as Congressmen, who get together to make laws for all of us. Parents and anyone who is twenty-one years old or more can choose or vote for the person they want to be their Congressman. Our whole country is divided up into many big neighborhoods like ours and each neighborhood has a Congressman. They will be the ones who will vote whether there will be rent increases or not.

JAMES: They can't do that to us.

FLOYD: Let's go down there to Washington and tell them they can't do that to us.

TEACHER: Floyd, I'm not certain whether we could go to Washington very easily. But maybe during your lunch period you could phone the Pennsylvania Railroad and ask the information office how much fare is to Washington, D. C., how many miles it is from here, and how long it would take to get there.

Floyd was excited. He was going to make an important phone call, ask for information, and report back to the class. This was a real reward for a display of initiative.

TEACHER: Going to Washington might be a little difficult. You might find it is quite expensive. Then, don't forget, you would have to get your parents' permission and that might not be so easy.

(Several seconds of silence, then, an idea.)

ELIZABETH: Well, can we write them a letter. Say, that's a good idea. Let's write them a letter.

TEACHER: Yes, you can write a letter.

CHORUS: Can we do it now? Will you help us write a letter? I want to write a letter.

VINCENT: Why don't we write one of them 'titions? Bet I can spell 'tition—p-e-t-i-t-i-o-n.

(About three weeks before in our history books we had come across the statement that the Declaration of Independence was a petition sent to the King of England. Someone had asked what that meant and I had explained.)

There was genuine excitement in the class. Nobody waited to be called on to talk.

"I'm goin to tell them. . . . ."
"How do you write a petition?"
"What should we say? Let's do it now."
"Can we do it now?"

TEACHER: Yes, we can do it now. I'll help you spell words and I'll show you how to write a letter, but I won't tell you what to say. You decide that for yourself.

There were already five self-elected paper monitors at the closet. The ink monitors were scurrying to the basement to fill the ink bottle. Two girls were distributing magazines to "write on" to cover the gaping "artistic" knife carvings of the desks. I hadn't given any signals. The children seemed propelled into efficient self-organization thru enthusiasm alone.

A voice from the vicinity of the third row called out, "Ronald and Stewart won't take any paper. They say they don't want to write."

TEACHER: This is a completely voluntary thing we're doing. No one has to write a letter if he doesn't want to.

VOICES: Who do we write to? How do we start?

I wrote the form of the letter on the board. Tho they had had practice in letter writing in the past it seemed that for the first time they were "learning" how to write a letter.

MANY VOICES: How do you spell "increase?" How do you spell "apartments?" Spell, "rent," "high rent," "low rent," "landlord," "tenant," "raise," "elected"——

Faster than I could write, the words were being called out. I covered the board with their requests.

"Is this a good letter?"
"How's this letter?"
"Is mine a good letter?"
"We need more paper so the people can sign."
"Who needs clips? Who wants a ruler?"
"Oh, darn it, I have to write it over. I spilled ink on my letter and messed it up."
"Look, teacher I'm finished. Will you look at it please? See if this is O.K."

The need for approval, the desire to "belong" was being satisfied here. The letters:

Dear Congressman Blank:

If you want to be a good Congressman you won't raise the rents. We can't pay higher rents.

Yours truly,
Edward G————

Dear Mr. Congressman Blank:

The people in our neighborhood elected you to be good to us and not to raise rents. My father works very hard. You should not let the rents be increased 15 percent.

Sincerely yours,
Elizabeth D————

At twelve o'clock at least a dozen children clutched their letters possessively. Some hadn't finished. Some had decided to rewrite theirs because they weren't perfect. If a word was misspelled, a comma omitted, or if there was a crease in the paper, the letter had to be done over. In some cases I thought it wise not to insist on perfection. "No," the children said, "the letters have to be just right."

About eight or nine children decided not to write letters and spent their time quietly looking at a magazine, drawing, or just watching.

One o'clock came and there were four boys and two girls absent from class. At ten minutes after one a monitor came in to report that four of my boys had not reported to lunch. I was worried. It was about thirty-five minutes after one when two little girls burst into the room, the words tumbling out of their mouths. It was another fifteen before four sweaty, pint-sized "Thomas Jeffersons" dashed in waving their "Declarations" to which many signatures were appended.

In rapid succession they reported:

ROBERT: We thought maybe it was time to come back. We didn't know what time it was.

EDWARD: (who would fight anybody at the drop of a hat, saying proudly): I fixed the elevator. We were stuck and I got 'em out.

VINCENT: Lots of people signed. This first lady said. . . .

CLASS: Let's see! Let's see!

TEACHER: Let's all sit down. Yes, you can sit together up front. Each one can tell about his petition.

I sat down in one of the children's seats while the four boys stood in front of the classroom.

VINCENT: (who had apparently been the spokesman): This lady, Mrs. John . . . , Mrs. John . . . What's this name?

TEACHER: Mrs. John Graves.

VINCENT: Mrs. John Graves. She said she didn't even know Congressman Blank. She said the rent was high enough.

DONALD: (the fourth member of the crew, interrupting): Miss Tymon, can I have your newspaper for proof? A man said he didn't think the rents could go any higher, and he wouldn't sign unless he saw it in the newspaper.

VINCENT: This lady, Mrs. Murray, said, "They ought to throw all the bad Congressmen out."

TEACHER: What did you say, Vincent?

VINCENT: I said, "Why'd you vote for him then?"

All the children's eyes were intent upon the little "petitioners." Their adventures seemed to enthral them and make them all feel important.

EDDIE: One building was awful dark, but I wasn't scared.

ROBERT: You know, a lady couldn't even speak English, and Vincent spoke to her in Italian. She said she would sign, but she couldn't write.

VINCENT: (stretching up to his full four feet, two inches): I wrote it for her. Her name was Mrs. Rosa Poretti.

Vincent's special ability was noticed and regarded with respect.

ELIZABETH: Now, let me and Mary tell ours.

EDDIE: Aw, what'd you do? You're just a girl.

ELIZABETH (in a torrent of feminist explosion): We got eight names, and one lady gave us milk and cookies, and another lady wanted to give us 15 cents, and I told her I didn't want 15 cents, but the rents were going up $15 if she didn't sign the letter, and she said that was terrible, and she signed.

A voice from the listeners: Say, maybe we should have some signs so they'll know who we are.

TEACHER: What kind of signs do you mean? (By this time I was feeling terribly selfish in being the only teacher in the room. I wanted everyone to thrill to the swiftly moving activity, to the constant flow and development of ideas, to feel the seriousness of our work, and to sense the falling away of barriers that formerly such groupings as the first or second groups in remedial reading had established.)

What kind of signs?, I repeated.

PHYLLIS: I know, I know. We could be a club, "The Low Rent Club." Is that a good name?

TEACHER: Yes, I think that's a fine name.

In a matter of thirty seconds it was agreed almost unanimously that we were now The Low Rent Club.

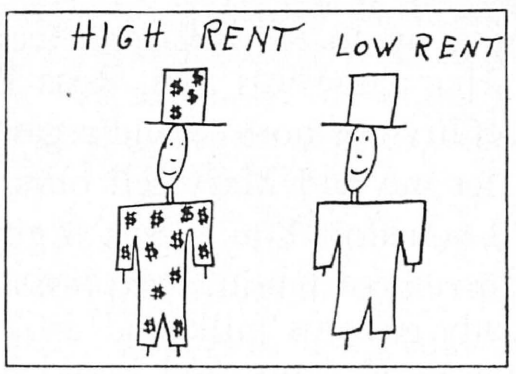
I agreed to the distribution of more paper for "our signs," but added that I would interrupt the project by reading from *Black Beauty* while they drew. I thought perhaps they needed to have some quiet. It was actually I who needed the quiet. I was becoming a little afraid of the extent to which our "community immersion" was developing, tho I was very happy at what was happening. I was determined not to stop them, yet I wondered about many

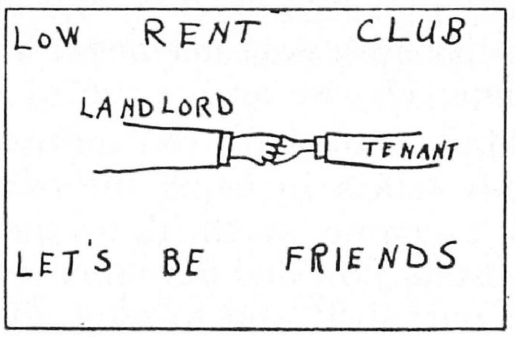
possible consequences. What would the principal say? How would their parents react? Would the children be discouraged when they were stopped from entering some buildings, as I knew they might be?

Complete silence settled over the class while I read. It was always quiet during story time.

At fifteen minutes to three, just as Black Beauty was being sold for the third time, Joseph (imaginative, sensitive, loquacious, poor in spelling. . . .) quietly placed before me two signs. (It was a week later before we found out who bought Black Beauty.)

"Did I like these?" I looked at them. I wanted to hug him. I did hug him. Well, what would you do if you saw these?





Soon some twenty children were crowded around Joseph, the desk, and me:

"I'm going to make some signs for my arms."
"Make me one, Eddie."
"I'm going to make a different one."
"Let me see it. Stop pushing. Hold it up so we can see it!"

I would have given a great deal to have had a camera at twenty minutes after three that afternoon. With large sheets of colored drawing paper pinned across their chests and with paper bands around their arms, the children proclaimed to everyone their mission. Books were left in desks that afternoon, but our citizens were armed with " 'titions" *and* pencils. They stalked with pride. They inflated their chests. They planned their strategy:

"Don't you go to 47th Street, 'cause I'm going there. That's my block."

"I want to go to Tenth Avenue anyway."

"What street is that building with the elevator?"

"You and Jimmy and Francis take 46th Street and me and George will do 45th."

The next morning, at the corner where I always get off the bus, I was greeted by at least a dozen of my children. They hadn't been able to wait until nine o'clock to tell me what they had accomplished the previous afternoon. I suggested that we wait until we get to school and then each one could tell the entire class his "news." Unable to wait that long, they were showing each other how many signatures they had collected on a petition to keep rents down.

When all the children had arrived in the classroom, our morning duties (taking attendance, opening windows, watering the plants) were quickly accomplished so we could tell our stories.

A group of boys, who had already heard the story three times, insisted that Johnny tell about the birds.

JOHNNY: A woman on 48th Street has nine birds in her apartment. Ronald was with me and we heard them sing. The woman was so nice, she let us stay for a long time. She showed us how she feeds them. She even let me stick my finger thru the wires of the cage. She said she was sorry to hear about the rents. She said we could come to see the birds again.

CHARLES: Gee! A man wouldn't let us come in his building. Aw-w, he was just an old fogey!

(So, I thought, they weren't going to be discouraged after all when they met obstacles.)

EDDIE: (very proudly): My mother says we ain't got to worry about the rent increase 'cause we ain't got heat.

JOSEPH: (excitedly): First I went to the storekeepers where my mother goes shopping and they all signed, and then I went to see my Mother Superior and she signed. She said I was doing a good job.

Almost our entire morning was spent in "telling," in reading the names on the petitions, relating the experiences that went with each name, and in counting signatures. So far, a total of ninety-two signatures had been collected.

Floyd reported that it would cost $10.20 to go and come back from Washington, D. C. He said a train left the station every hour every day. The children asked him how many people went to Washington every day? He looked puzzled for a moment. Then, his face brightened when he said he guessed there must be at least a hundred. This seemed like a huge enough number to him and the others seemed satisfied. Floyd further announced that he had found

Washington, D. C., on the map, and then proceeded to point it out. Naturally, after that, everyone had to see Washington, D. C., so we took turns looking at it.

I believe some were disappointed with the small black dot they found for Washington, D. C., because a stream of questions followed:

"Is Washington, D. C., a city like New York?"

"Do they have buildings like I live in?"

"Are there big trucks in Washington?"

"Do they have candy stores?"

"Are there schools in Washington, D. C.?"

What they were discovering was that all those black dots on our map meant cities with people, buildings, and other children. I learned a great deal about the teaching of geography from this experience. My children taught me that geography could only be learned in terms of living situations and people, and in terms of associations with the things they knew.

During the noon hour the children made the rounds of the teachers. Some, who lived in the district, signed the rent petitions. There was not, however, general acceptance of our work by all the teachers. At a few minutes before one o'clock, a teacher from down the hall came into my room and greeted me with, "Hmm, it may be all right for your class, but if you had the dummies in your class that I have in mine, you wouldn't have time for this nonsense."

Another teacher reaction was reported by Elizabeth, who had asked Miss L———— to sign. Miss L————was a teacher who had been there longer than any other member of the faculty and was feared by the children.

Elizabeth (who never stopped for a breath): Miss L———— says she thinks it's disgraceful that you're making us go around and get these petitions signed, but I said that you ain't making us and we were doing it if we wanted to, and we were having a lot of fun, and learning a lot of new things.

During the afternoon Stewart, who didn't like reading very much, announced that he could spell "congressman" and that he could write it on the board. Others in the class, not wanting to be outdone by Stewart, clamored to go to the board and write not only "congressman," but words like "tenant," "increase," and "apartment." In the midst of our board writing the principal walked into the room. She expressed amazement at the transformation of this "problem class," beamed, said that it was a good idea, and then left.

Dismissal was rapid at three o'clock because there was much work to be done. Since the letters were to be mailed the next morning, many signatures had to be collected that afternoon. The children must also remember to bring an envelope and a 3-cent stamp.

By noon of the next day nineteen petitions carrying a total of 269

signatures had been carefully folded and sealed in envelopes. Some of the letters had to be rewritten once more because they had become soiled. Nineteen envelopes were neatly addressed and stamped. Those children who went home for lunch elected to take the letters to the post office three blocks away and to drop them personally into the mail box. For most of these children this was the first letter they had ever written in their lives.

Ten days later, early in the morning, Eddie tripped and fell as he dashed into the classroom. Before I could reach him, he picked himself up and waved a large white envelope in my face.

Eddie (with emphasis on each word): Look! MR. EDWARD C————. They called me MR. It's a letter from the Congressman. I'd like to show this letter to the other classes. Can Joe come with me to show MY LETTER?

I gave my consent and Eddie, accompanied by Joe, went to visit every room in the school, from the kindergarten thru the eighth grade, showing this letter from a Congressman in Washington, D. C., and addressed to MR. EDWARD C————.

The day his letter came was probably one of the proudest days in Eddie's life. For the first time a connection had been established between him and his government. He learned that there was a government in Washington, D.C., and that it knew and cared that he, Eddie, existed.

Every child who had written a letter received an answer. Each experienced a reaction similar to Eddie's. Thus after ten days our little project was completed. Community immersion had worked wonders with our class.

Miss Tymon's children truly took social action—group action for the benefit of the larger social whole, action which attempted to "extend a concern to a wider group and to secure the cooperation of others in the achievement of a common social goal," to use the words with which this chapter opens.

The teacher was fortunate that her children were able to cope with the difficulties they encountered—a broken elevator, dark hallways, an adult who refused to cooperate, a neighboring teacher who tried to cast doubt on their efforts. By giving the children a chance to meet such contingencies, Miss Tymon could learn at what points they were self-sufficient and at what points they needed her help.

Other teachers, working with a less sympathetic principal perhaps, or with other types of parents and children, might wish to plan more carefully with children and adults to ensure the success of such an unusual undertaking for school children. Sufficient caution to protect children from danger and from uninformed opposition is all to the good. But excessive caution, which keeps children during their school career out

of all areas of controversy, is not recommended. It is unfair to learners and results in a sterile curriculum indeed.

Moving Social Action into the Larger Community

Schools often fail to capitalize upon potentialities for promotion of world understanding. Evidence that realistic study of such problems is being neglected is the small number of examples received pertaining primarily to this category of practice. The few illustrations that came in show how schools can experiment with approaches to better citizenship at the international level.

Neighbors Welcome the United Nations

The types of action a school group can take vary from community to community. Since Great Neck, New York, is located only three miles from the temporary home of the secretariat of the United Nations at Lake Success, the students in the schools at Great Neck have had unusual opportunities to take social action on the international level.

Elizabeth Gordon, teacher at Great Neck High School, describes one such event:

To welcome the United Nations to its new home, a day-long celebration was planned cooperatively by school, church, social, and fraternal groups. Activities of the various groups were arranged to feature the participation of United Nations personnel and to emphasize United Nations themes. Climax of the day's events was a "Welcome United Nations" program given in the high school auditorium.

A dramatic sketch, "The World on Our Doorstep," was presented by the high school's radio workshop as the school's part of the evening's program. Production of the sketch was itself a cooperative undertaking. In preparation for it, all junior and senior high school students discussed in their English classes what they, as a school, should say in welcoming the United Nations to Great Neck and how they should say it. From notes taken during these discussions, the students decided that they should write a script having simplicity and sincerity as keynotes. Next they asked a group of students who were sons and daughters of United Nations personnel for their impressions of similarities and contrasts between life in America and in their own countries. Four students then wrote the script, which concluded: "We found there really aren't as many differences among us as there are similarities. The language and the customs differ, but basically, beneath the outer lining, we all think and feel the same way. We all want to make friends, to cooperate, to have fun, and to work together."

In the production, half of the actors were Americans and half foreign students. The high school orchestra supplied the musical selections.

> During the time the students were writing and producing the program, they were putting into practice the cooperative theme of their sketch. Americans and visitors learned to work together, to have fun together, and to make friends.

In the same community the conduct of a Pan American Day Conference by Mildred Fluharty's fifth graders afforded these children an introduction to the meaning of the good neighbor policy.[26] Preparation for the conference involved collecting information about the countries to be represented. Mrs. Fluharty reports:

> Every boy and girl carefully composed a letter to the consular representative in New York of the country of his choice. Dozens of copies were torn up in an effort to match well-known Latin American politeness and courtesy with an equal degree of North American courtesy. That they succeeded is evidenced by the generous supply of display material mailed to them by the various consulates.

The school conference was held on the same day that the 1948 Bogota Conference began. One pupil served as a United States representative at this conference and each of the other members of the class represented one of the twenty other American republics. The teacher continues:

> The Arrandale Conference differed from the one in Bogota in that instead of all being seated around one table, each representative prepared a booth for display of products and booklets from his country. Many maps, posters, and other items were lent to the pupils who had visited Latin-American countries.
>
> These fifth graders became more aware of the Bogota Conference and its problems than the average Great Neck citizen. Perhaps these future citizens will remember and carry on work for a true Pan American Union.

Language Study Leads to Action

Study of a foreign language may result in a sensitivity to world problems and a plan for helping boys and girls in other lands. Ruth Wasley's French class planned to attend a production of Bizet's *Carmen* and in preparation for this attendance studied the life of Bizet as well as French life during the period in which Bizet lived.[27] But the study did not end here. After seeing the production of *Carmen,* the group became interested in contemporary France. After a study of the problems confronting France, a decision was made to send packages to French individuals with whom the class could correspond. Miss Wasley relates:

> Committees were formed to report the necessary information to the students concerning places to purchase overseas boxes, special

[26] Arrandale School, Great Neck, New York.
[27] The Milne School, New York State College for Teachers, Albany, New York.

> postal forms to be used, and special governmental regulations to be followed. The students wanted to send person-to-person packages. They had the choice of sending their boxes to their French correspondents whose names were obtained from Correspondence Scolaire, American Association of Teachers of French Bureau, Teachers College, Columbia University, or to friends whom the faculty and student teachers of Milne had made during World War II. Many students sent to both sources. A day was set aside for the packing of the boxes. Two hundred fifty-nine pounds of food and clothing were mailed to France.

When a teacher is willing to allow students to bring their study to focus on the contemporary scene, social action may result in any high school class.

Local Concerns Have International Implications

A local problem may be the channel thru which action on an international scale originates. The cost of food was the starting point for Doris MacGregor's class.[28] These fifth-grade children studied the high cost of living thru the use of newspaper articles, radio news, magazine reports, and pamphlet materials. After two or three weeks the group summarized its findings around three major problems: "Some reasons for high prices, ways high prices affect us, and some things we can do to bring prices down."

Out of the project grew a consideration of ways of sharing with other

[28] Ed V. Williams School, Springfield, Missouri.

Language Study Leads to World Mindedness



Jefferson School

people America's relative abundance of material resources. In a newspaper the group had read of the desperate situation with respect to food in many foreign countries, and how Americans might help people in war-devastated countries thru the organization CARE. This group of children then decided to send ten dollars to CARE for a food package. They raised this amount of money by finding work to do, having a popsicle sale, bringing in money from personal allowances, and requesting PTA members to contribute to the fund. When the full amount was collected, the group enjoyed a busy planning and working period, getting their letters written to CARE, learning about money orders, and choosing a committee to visit the nearby branch postoffice to purchase their money order.

Another indication of the attitudes developed in this project may be seen in the following statement by the teacher of the group:

> Christmas parties, with an exchange of gifts among pupils, are the usual order of pre-holiday celebration in the school. This year the fifth grade of their own accord chose to forego the usual party and to pool their gift money and present it to the Children's Home to help buy playground equipment.

Cooperation with national programs has been a common type of social action. During World War II most schools participated in scrap drives, paper collections, Red Cross, and civilian defense activities. A great number of schools joined in the collection of food for the Friendship Train. By some teachers, participation in these national activities is viewed as an opportunity to teach how to plan and carry out a program of action.

Next Steps in Social Action

The work of teachers and schools thruout the country indicates that students can participate effectively in the improvement of their environment when teachers and administrators accept the importance of this aspect of learning. Next steps certainly include: more emphasis upon this aspect of better teaching in pre-service and in-service training programs; greater recognition of the contribution made by such teaching to community living and child development; increased flexibility in curriculum plans to enable creative teachers to accept pupil purposes and to plan programs with them when a desire to improve the environment arises.

CHAPTER EIGHT

Helping Pupils Evaluate Learning

As with all other aspects of better teaching selected for discussion in this yearbook, helping pupils evaluate learning is so integral a part of the teaching-learning process that it is difficult to isolate examples. In accord with the plan of the book, illustrations are limited to situations in which pupils and teachers cooperatively evaluate shared enterprises.

This specialized phase of evaluation requires some clarification for it may be divided into three types of activity. First, there is the activity of summarizing at various points in an experience to draw together and point up facts learned; of clarifying concepts; of relating facts in the form of conclusions and generalizations. This phase of cooperative evaluation is not complete until value judgments are made with regard to the importance of the new knowledge and understandings. A related activity is the judging of products in terms of criteria formally arrived at or inherent in the values of the individuals concerned.

A second kind of activity that is important in cooperative evaluation is discussion of how the participants feel about an experience, appraisal of the plans and procedures used by individuals and groups. Again this appraisal is conducted in terms of objectives or criteria set up, preferably in advance, in terms of values held.

Weighing evidence of change and growth in individuals is a third phase of the process of cooperative evaluation of learning. For this activity to be strictly successful there should be data on two or more stages of growth—baseline data and data on the status of individuals at the time of evaluation. Here, too, evaluation proceeds in terms of objectives and criteria agreed upon by the group.

Examples selected for this chapter are grouped to illustrate each of the three aspects just discussed: (a) summarizing, generalizing, and appraising learnings; (b) appraising plans and procedures; (c) weighing evidence of growth. While the emphasis here may appear to be on evaluation at certain end points, cooperative evaluation is not restricted to such periodic activity. Cooperative evaluation is intimately and con-

tinuously bound up with the process of cooperative learning and has already been emphasized and illustrated in the earlier chapter on that subject. Examples in this chapter also show evaluation being employed at various stages of group activity.

Summarizing, Generalizing, Appraising Learnings

A frequent activity engaged in by primary-grade children is that of summarizing facts they have learned from a given experience. Marion F. Burns tells how her first-grade pupils proceeded after seeing a film on farm animals:[1]

> First, we discussed new things we had learned. Some children had never seen a milking machine in operation. Some did not know a sow had so many little pigs. None had ever seen a sheep sheared.
>
> Next, we listed on the board all the animals we had seen, including the names of their young. For example:
>
> Cow—calf
> Horse—colt
>
> Our last discussion point was, "Why does the farmer keep these animals?"
>
> When we had finished we had meaningful material for a chart:
>
> *Farm Animals*
>
> 1. Cows give us milk.
>   A baby cow is a calf.
> 2. Horses work for the farmer.
>   A baby horse is a colt.
> 3. A goat gives us milk.
>   A baby goat is a kid.
> 4. Pigs give us meat.
>   A mother pig is a sow.
> 5. Sheep give us wool and meat.
>   A baby sheep is a lamb.

Elsie Rubenkvenig, a teacher of geography, writes of the replies she received when she asked her sixth-grade group whether anyone had learned anything while following the Friendship Train: [2]

> Typical responses in the original words were: "I didn't know that trains could be so long." "I didn't know that trains were ever put on barges." "I learned how to follow railroad routes on a map." ". . . where certain crops grow." ". . . what part of the United States is called the Bread-Basket." ". . . the names of many states." ". . . the names of cities and where they are." ". . . that it is already cold in Wyoming, because the picture showed the people standing

[1] F Street School, Chula Vista, California.
[2] Fannin School, Dallas, Texas.

in snow to see the train go by." And (probably for the teacher's special benefit) "I learned to like geography better."

These were some of the appreciations, expressed very sincerely: "I learned that American people really want to help." "I learned how one person's idea can grow into something big." ". . . how much good people can do when working together." ". . . how much joy people can get out of helping others." and ". . . to be more thankful that I live in a land that *can* share with others."

Elizabeth Pritchard Jones helps her sixth grade to determine their starting point in setting their goals and to judge accomplishment in terms of what they set out to do: [3]

The first day of work on a new unit we list in our notebooks all of the things we already know about the subject, the things we want to know, the things we would like to make, and trips we would like to take. We talk about how these can be accomplished.

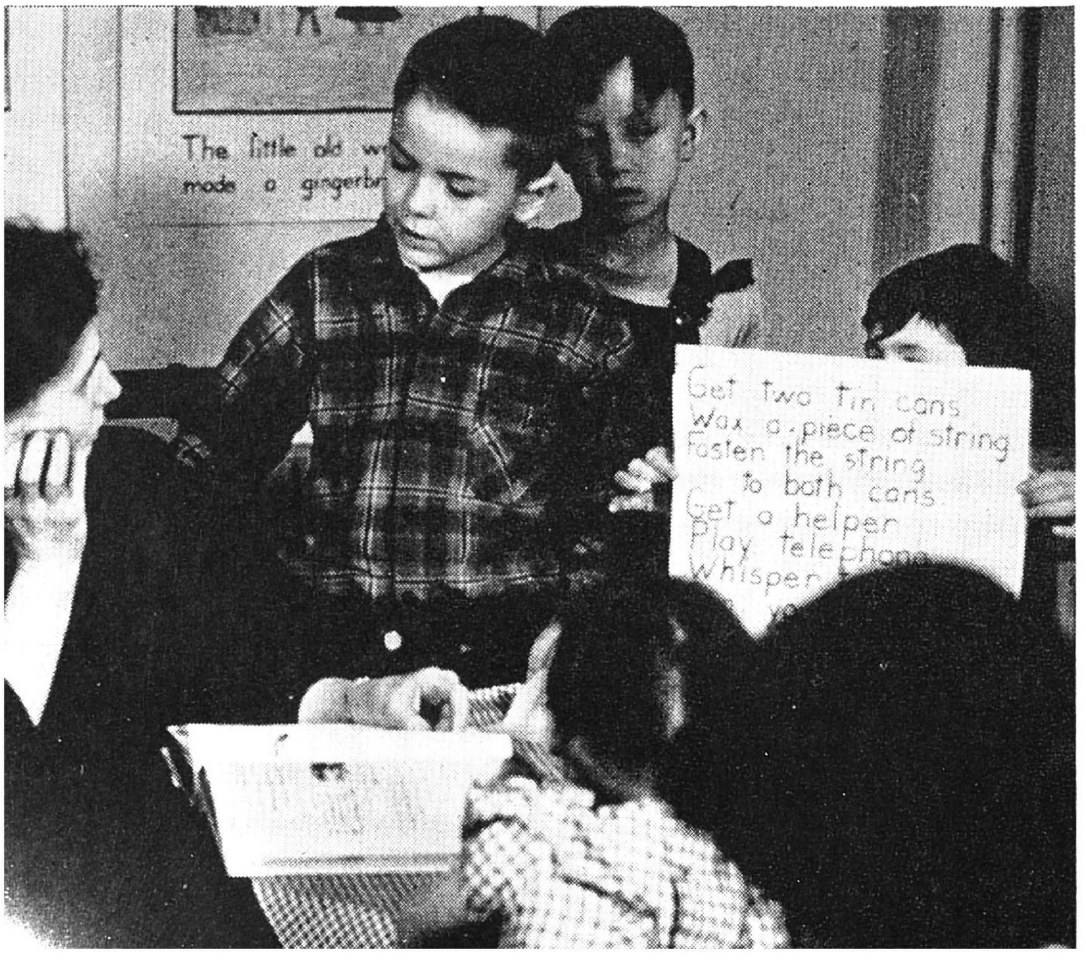
At the end of each week we summarize quickly the most interesting things we have learned. At first only a few pupils participate and the teacher writes the summary on the board. Later, as the weeks progress, the children do the summarizing by themselves.

These summaries are kept in their notebooks to be referred to later on for long-term evaluation. Questions are always asked before we summarize, such as, "Have we learned all we can about homes?"

When the semester is nearly finished, we look back in our notebooks and read again our plans and purposes. We check on the information we wanted to learn and then we evaluate how much we have actually accomplished.

[3] Edison School, Pasadena, California.

Youngsters Appraise the Teacher's Suggestions



Indiana University

We ask ourselves: Was it worthwhile? Did we learn all we set out to learn? Did we make all of the things we wished to make? Would we like to go on and study more about this topic? Is it a finished study, or have we just scratched the surface?

Letters Disclose Judgments

Children from kindergarten thru the eighth grade had an opportunity to evaluate their all-school operetta *Hansel and Gretel* by writing letters to the director.[4] Two examples of the evaluation by older children follow:

Dear Mr. Schneider:

I think that a project of this kind is wonderful to help the kids to learn to cooperate and work together. They learned to use their imagination to design and paint scenery, and to work together for the success of their project. In choir work, you learned to pay attention to the leader and sing, listening to the person next to you, not just as you pleased. It will help us next year in group activities even tho we lost a great deal of school time.

. . . . . .

Dear Mr. Schneider:

I think the operetta was excellent with a capital "E," for a number of reasons. The biggest is that all or most of the money we made is going to the "Save the Children Federation." Other reasons are that the children in the choir or play will have more self-assurance if they are ever in another play or operetta. At least I think most of the angels will. Another reason why I liked it, is for the scenery. I thought that was excellent. It was excellent for two reasons that I think are good. They are—while the children were making the scenery it helped them in art work but the main reason I think that groups, in working together, have learned to get along better. A few other reasons I think the operetta was excellent is that the children have learned to get along better together with the teachers and the teachers are able to know their pupils better. All the teachers were grand sports and I think that a few children know it now if they didn't before. I really think the operetta was *"EXCELLENT."*

Planning Next Steps Is Part of Evaluation

Dramatic play of first-grade children is used by Mary Paulsen as an opportunity to help children clarify concepts.[5] The teacher describes part of a conversation with her group after a twenty-minute period of play in their "harbor":

TEACHER: This morning when you were playing, I noticed some-

[4] The development of this operetta by Bernhard W. Schneider in a rural school in Chatham Township, New Jersey, is described on p. 77.

[5] McKinley School, Long Beach, California.

thing interesting happening outside the breakwater. Do you want to tell us about it, Bradford?

BRADFORD: It was so crowded in the harbor I took a dock out there in order to load things on the freighter.

TEACHER: What do you think about that idea? Are there docks outside the breakwater? (The group seems confused. Some say "Yes"; others, "No.")

TEACHER: Why is there a breakwater?

BILLY: The rocks keep the waves from coming into the harbor. They keep the water still so the ships can be loaded.

TEACHER: What do you think about having your dock out there?

BILLY: It should go inside the harbor.

The teacher then leads the group to evaluate in terms of planning ahead:

TEACHER: During the play this morning Dorothy and James came to tell me about something they think we need.

DOROTHY: We need a hospital. My man got hurt.

JAMES: We should have a fish cannery, too. (Teacher writes these construction needs on the board.)

CHILD: We ought to have a drawbridge. There is one in the harbor. (He explains how it works.) (Teacher adds this to the list.)

TEACHER: Is there anything else for us to talk about this morning? Anything that was especially fun for you or something that you think we need to do better?

CHILD: Alice just went all around asking every ship if it needed oil. I don't think they would really do that in the harbor.

TEACHER: Does anyone know how ships let the oil barges know when they need to be refueled? (No one is sure.)

TEACHER: What can we do to find out?

CHILD: Read books.

TEACHER: All right. Let's put the question on the blackboard so we won't forget it. (Teacher writes *Things To Find Out.*)

Now how shall we word the question, Myrna? (Myrna is confused.) Is this what you mean? How do boats let the oil barges know when they need to be refueled?

MYRNA: Yes, that is it.

TEACHER: Then that is our question. (Teacher writes this under *Things To Find Out.*)

Another example of evaluation thru planning ahead comes from Helen Taylor's sixth grade which summarized and weighed their learnings in preparing a "graduation" program:[6]

[6] Clara Barton School, Montgomery County, Maryland.

From the words, "What work will we show?" the group first developed this formulation of the class problem: How can we summarize our work thru a graduation program to show our parents the improvements and the achievements we as a class have made in elementary school?"

The children decided to make forty slides as a record of their school-grounds program and set this question to be answered: "If we had a dozen slides with which to tell the spring 1947 gardening story, what slides do you think we should show?"

Work Plan:

Group I "Effect of Soil Losses on U.S.A."

(These slides show how erosion is a problem in our country and express the need for communities to do their bit toward helping to save soil.)

Group II "Grounds Program at Clara Barton"

(These slides show how we found erosion in our grounds and how we corrected this problem.)

Group III "Physical Fitness Program"

(These slides show how we *used* our grounds on a cooperative basis. Wise use is the habit of conservation.)

Group IV "Preventing Gully Erosion"

(There was a gully on the grounds. We worked to correct this by planting grass. We studied and drew slides showing gullies in other areas of the U.S.)

Group V "Purchasing Equipment"

(As a part of the program we bought for the school's permanent equipment—rakes, hoes, watering buckets, etc. We organized the equipment, labeled it, and stored it. On the slides we pictured the kind of tool and the use to make of it.)

We planned our summary of the work. We made the needed slides. The class divided into five groups and worked according to the topics for slides. The committee chose a speaker to explain to the audience the phase of grounds work they summarized. We chose songs and dances that related to our subject and groups were selected to present them.

A period for evaluating books may be used as a way in which children may help one another select books as well as for an opportunity for children to formulate judgments on books for themselves. Elizabeth Wright, first-grade teacher, writes of such an activity: [7]

> We have a branch library at our school, open Wednesday mornings. So on Tuesday afternoon we have a sharing period. Each child who wishes to do so may show his book and share its secrets or just show the most interesting illustrations in the book.
>
> One day Linda shared *Millions of Cats* and ended her remarks with,

[7] Ella B. Allen School, Chula Vista, California.

"This is a pretty good story." Raymond immediately spoke up and said, "No, I wouldn't call that a 'pretty good' story. I'd say it was a very, very, very, very good story."

Often children leave the circle saying, "Oh, I know just what book to look for tomorrow."

Children Examine the Results

One aspect of summarizing, generalizing, and appraising learnings is judging products of individuals and groups. The product may be simply a sample of writing which is evaluated in terms of penmanship values built by the teacher. Gwendolyn Johnson quotes typical remarks of her first- and second-grade children in such a situation: [8]

PATTY: It is nice because she went carefully and made straight letters.

BOBBY: She didn't press hard with her pencil. She used it lightly.

WILLIAM: She left spaces so you could see each word.

BOBBY: She put the letters on the lines. She didn't go above the line.

With very young children decisions and products frequently are judged in terms of use in a practical situation. The kindergarten children of Marie Van Tassell applied just such a test to a table they were making: [9]

The kindergarten children were in the process of constructing furniture from orange crates for the playhouse. Five chairs, a stove, and a refrigerator had been completed.

The immediate problem was of great importance. The need for four table legs had presented itself. The question was: How can we make a table with legs?

After a lengthy discussion period the children decided to use four of their building blocks for legs. To them it seemed the simplest and easiest way of completing the table. Altho some children objected to the blocks being used in this type of construction the group leaders managed to sway group feeling and the blocks were used.

The following morning when the group decided to paint the playhouse furniture white the "table-leg" problem again presented itself. Each member of the group recognized the fact that the building blocks could not be painted. A discussion period followed the recurrence of the problem. The children decided that one of the group should bring four boards from which they could make table legs. During the conversation they agreed that they had wasted their time during the preceding morning and that now it would be one day later before they could play in the playhouse with the new furniture.

---

[8] Wilson School, Santa Barbara, California.

[9] Nevada Street Kindergarten, Oceanside, California.

Group participation in the evaluation of individual creative effort may serve as a means for refining methods and technics, as well as for greater self-direction. The following report by Gwendolyn Johnson illustrates the value inherent in such day-by-day experiences: [10]

> During the art evaluation period each child shows his painting to the group. The following is an example of the type of evaluations we have:
>
> I. Bette shows her picture and tells the story.
>
> BETTE: The sun is going down and it is lightning and thundering.
>
> II. CHAIRMAN (Henry) asks for comments: What do you like about Bette's picture?
>
> PATTY: I like the way she filled the whole page.
>
> MARTHA: I like the way she made the rain go one way.
>
> DARREL: I like the way she made the lightning. It is the way it really is.
>
> III. CHAIRMAN (Henry) asks for comments: What could she have done to make the picture better?
>
> PATTY: Make more things.
>
> HENRY: No, I think she has enough because she filled the whole page.
>
> MARTHA: She could make the flowers grow in different ways, not just straight. She could have made more leaves on the flowers.

Honest dissatisfaction and self-criticism are healthy signs when the situation provides opportunities for improved methods and greater personal satisfaction. Edith Fougner used such a situation to good advantage to refine her own methods of presentation and to assist first-grade children in setting goals and standards to work by: [11]

> Our crayon pictures and paintings were so cramped that several children remarked, "Our pictures don't look nice." After further discussion they decided most of the pictures were "scribbly" and that if they could draw with long side crayon strokes the pictures would look better.
>
> During the next music period each child was provided with a sheet of 12- by 18-inch newsprint and directed to draw whatever picture the recorded music suggested to him. The record chosen was "The Snow Is Dancing." The children worked with long, free side crayon sweeps and requested that the record be played several times so that the pictures could be completed.
>
> Finally the pupils evaluated the results in a sharing period. Each

[10] Gwendolyn Johnson, first and second grade, Wilson School, Santa Barbara, California.

[11] Lillian Rice School, Chula Vista, California.

child displayed his picture and commented briefly on the story displayed.

The following points were established from the pupils' discussion:

> It is best to draw one or two big things first and then fill in the background. The music had suggested trains in the rain; it would be best to draw the engine and add cars and then the sky and rain.
>
> Long strokes are best; they make the sky and ground look like they belonged in the pictures.

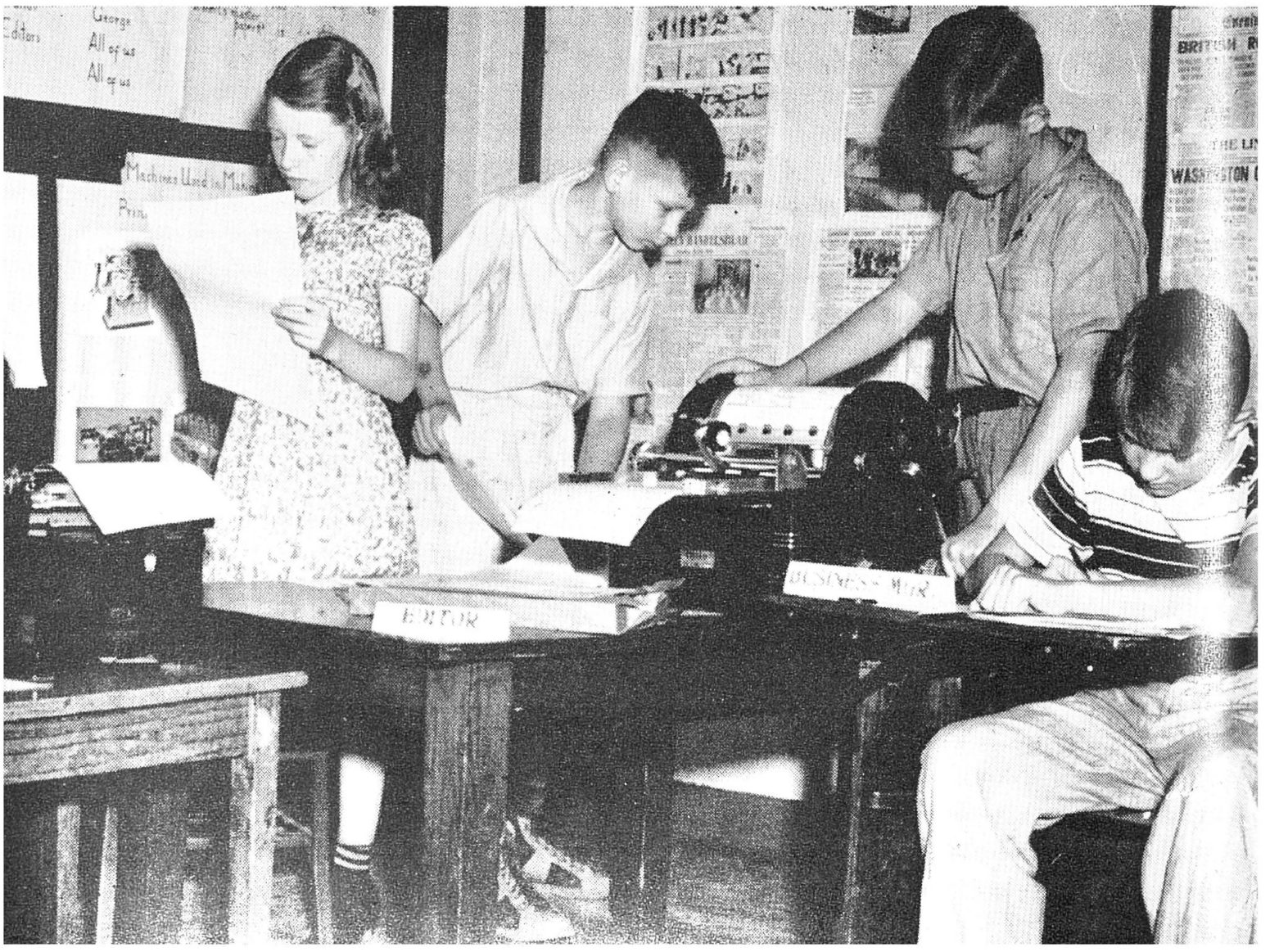
Judging such a product as a school paper with a view to improving it is another example of cooperative evaluation. Edwena Moore tells the kind of questions the teachers, teachers-to-be, and pupils of her sixth-grade class asked themselves in evaluating the first issue of their semi-annual paper: [12]

> We discussed whether or not we had published a good paper. Was it the best we could do? Was it a *"news"* paper or a "literary" booklet? Did it represent the best literary efforts of the school? Should it have contained more representative work of the various grade levels? Did we have a fair representation from all grade levels? Should Grade Six contribute most of the material? Was the

[12] Campus Elementary School, San Diego State College, San Diego, California.

A Better School Paper Results from Group Evaluation

University of Nebraska



paper too long? Should we omit the gossip column the next time? Did we plan our spacing and make-up to the best advantage? Did the paper represent the cooperative effort of teachers and pupils? Did the teachers contribute more than their share of effort in the publication? What was a proper share?

The discussions followed these lines until a thoro analysis was made of the total project. Then new plans were made for publishing a second edition in light of these cooperative evaluations. Some of the new things suggested and decided upon for the next time were more news and better literary articles, and an elected board of critics to judge articles turned in. The various editors, proofreaders, and reporters were to be elected this time by the class after a discussion of the qualities that were needed by the various positions as revealed in the evaluation of the fall *Junior Aztec.* Everyone in the class was to have a place to fill in this next effort. More detailed and specific plans were made for collecting news and stories; it was decided to have assignments as do reporters on adult papers. Deadlines were to be met. There was to be a greater effort made to stimulate interest in the paper thruout the school. There were to be more articles from the primary grades and "by-lines" were to be given along with the grade level. The organization, proofreading, and make-up were to be pupil, not teacher or student-teacher, tasks. Adults were only to help and give suggestions when needed. Lastly, the paper was to be shorter and to come out oftener.

Miss Moore adds that these continuing evaluations achieved to some extent one primary purpose of evaluation—better guides to future work.

Evaluation is used similarly in improving a high school newspaper in the San Diego County, California, schools.[13] In addition to scrutinizing the paper for general strengths and weaknesses, the teacher adviser and the students evaluate the paper in terms of its service in promoting student participation in school life. They also consider the reactions of readers to the paper and capitalize continually on the experience of one issue for the improvement of the next.

Appraising Plans and Procedures

A whole host of learning values resides in the process of planning for learning and evaluating the procedures used in carrying out plans once they have been tested in action. Usually such evaluating is done with certain rules of the game in mind even tho there is no formal or systematic reference to such criteria. An excerpt from an evaluation of a current-events discussion reveals some of the agreements and values governing the pupils' comments: [14]

---

[13] Based on a report submitted by Grant Rahn, secondary coordinator, San Diego County Schools, California.

[14] Reported by Marie O'Hagan, sixth-grade teacher, Franklin School, Santa Barbara, California.

BILLY (after listening to some criticism that was taking a lot of time and not accomplishing much): Obviously we are wasting time over things that are not important.

PRESIDENT: Does the class agree with Billy?

CLASS: Yes.

PRESIDENT: Then let's go on with the reports and keep to the point after this.

CHARLES: Gloria, you didn't understand your current event very well.

MARJORIE: That may be so, Charles, but the class decided that when you were unprepared yourself you shouldn't have a chance to give suggestions to other people. Anyway we only give constructive criticism and yours wasn't.

LOUIS: I don't think the weather report, especially when it's always the same, makes very important scientific news. If it rained that *would* be something.

PATSY: I don't think the current-events chairman should wait until the last minute the day before to assign current-events topics. I think they should be assigned during the morning recess.

The learning of a new technic calls for evaluation after a trial in order to eliminate inefficient or unsound acts and to maintain or improve upon elements that are successful. This method was used by one group of high school students in learning interview technic: [15]

A class had studied "How To Conduct an Interview" in preparation for the appearance of the nurse who was to discuss how the community safeguards the health of its citizens. It prepared the interview questions, selected one of its members to conduct the interview, and made provision for such supplementary questions from the class as the discussion might evoke. Since it was planned to use the interview in the future to deepen insights, the class after the first experience in interviewing discussed the respects in which they had effectively observed the criteria for a good interview.

Cooperatively developed plans for an experience build standards for conduct which form one basis for evaluating the success of a trip upon the group's return. Grant Rahn gives a brief account of such evaluation by a high school class: [16]

A class thru committees planned an agreed-upon field trip for specific purposes. After the trip, the students determined thru committee-teacher prepared tests, thru individual report and discussion, how well purposes had been achieved; wherein failure to anticipate hindered optimum achievement of purposes; wherein

[15] Report submitted by Grant Rahn, secondary coordinator, San Diego County Schools, California.

[16] San Diego County Schools, California.

class behavior was better than on the last trip from the standpoint of achievement of purposes and of public relations, that is, citizen opinion of the group.

Students Help Set the Pace

When students have a share in determining the amount of work they can handle and the speed with which they are ready to progress, they tend to work with more zeal and intelligence. Before starting on a new unit of work in junior high school mathematics, Gladys Willcutt found a greater measure of security seemed to be promoted when a class evaluated the success or failure of the work they had just finished.[17] Some of the problems discussed by the students are indicated in a report of a typical discussion:

JEAN: I think we should designate when we plan the unit approximately what day the various parts of the work are to be discussed, and the chairman should not allow questions to be asked on any work beyond that.

JOHN: Yes, Jean is right. When some move too fast in having work explained it just has to be re-explained for others a day or two later.

MARY: If we know the day a particular section of the unit is to be taken up we can be sure to do our practice work on that section at least by the previous night.

SAM: We timed the last unit about right. I like having a day between the trial quiz and the final quiz, for we can ask questions on the intervening day. The unit before this one we didn't do that and I took the final quiz without having some of my questions answered.

CHUCK: The amount of practice-work we decided to do this time was just about right. I felt that we didn't do enough during our last unit.

BARBARA: I appreciate the chairman's calling on only the persons who volunteer, but everyone doesn't take part that way.

SALLY: But, Barbara, you're not put on the spot that way, and I, for one, learn a lot if I feel that I can listen and learn. Then when I really understand I can offer to explain and the explanation amounts to something.

A Look at Where We Are Conditions Future Plans

Jack Cochran describes a situation in which his sophomore students discovered in the middle of a group-selected unit that things were not going well.[18] Mr. Cochran shows how the students evaluated the situation:

[17] The Laboratory School, University of Chicago, Chicago, Illinois.
[18] Battle Creek High School, Battle Creek, Michigan.

The class had selected a unit on sports in an attempt to help them be better spectators and to realize the possibilities for participation. Students volunteered for oral reports and a guide was set up to help them. In general, the guide was not followed and students showed a complete lack of interest during a report.

An evaluation discussion was held during which the students agreed on these things:

1. The study was not accomplishing its purpose.
2. The unit had been chosen because of previous knowledge in the area and consequently a chance to participate without preparation.
3. The unit was good in that people who had not previously participated in class took part in this unit.
4. In order to be worthwhile a unit must be of real importance to a wide variety of people.

This has been an important experience to these students. Now, in selecting a unit, careful consideration is given to all alternatives, and a great deal of discussion takes place before the final vote is cast. As a result there has been an improvement in the quality of the units chosen.

Going into much more detail, Mary Jane Loomis recounts experiences of her fifth-grade children in evaluating eight major problems suggested for study by various class members as well as the report of one committee that wished to influence the class to study communication.[19] Miss Loomis explains that committees were responsible for inves-

[19] The University School, Ohio State University, Columbus, Ohio.

The Group Helps To Evaluate Individual Contributions

Battle Creek Public Schools



tigating and reporting back to the entire group the possibilities of each of these studies. The teacher also lists the children's criteria for appraising the units. They called their criteria *Things To Consider in Choosing a Study:*

1. Something to which everyone agrees.
2. Something which is interesting and important at this time.
3. Something to which some phases of science, arts, language arts, mathematics, and social science will contribute.
4. Something for which materials are quite adequate.

In planning for the reporting sessions, Miss Loomis continues, the following agreements for speakers and listeners were set up:

Things To Consider in Giving Reports

Speakers:

1. Talk clearly, make yourself understood.
2. Be convincing.
3. Use your criteria.
4. Add to each other's ideas instead of repeating the same ideas.

Listeners:

1. Try to learn about each study by listening carefully.
2. Help the speakers by keeping papers, chairs, and feet quiet.
3. Save questions and suggestions until the end of the report. (Keep notes if it helps you remember your questions.)

In due time the committee on communications announced that it was ready to report. A record of the report follows:

GEORGE: As you see the Communications Committee is a group. There are six of us. I think Tim has been working pretty hard. Do you want to start?

TIM (reading): Why is communication important to us?

GEORGE: Who wants to report next? (No response from the members of the committee.) Yesterday we made up questions, sharing them in the group; like, why we want to study communications and some reasons why we should study communications. Jack asked a rather curious question. Jack, will you tell about that question?

JACK: How did the telephone help the farmers save their crops?

GEORGE: Jack, tell why you ask that question.

JACK: It says in the book that the telephone helps farmers save crops.

GEORGE: Jack, why did you ask the question?

JACK: Because the book————I'm not studied up on it now.

TEACHER: That's all right. We are not answering the questions now.

GEORGE: Why do we have newspapers? Why do we have more ways of communication? How do we communicate? Thru speech and sign language and writing. We have more ways to communicate than the Indians did in olden days. Anyone else want to report? Don, are you ready to give your report?

DON: This communication is about disease. This question: How does disease get from one country to another?

GEORGE: I don't think any of us are ready to report. Miss K., Dick doesn't have anything. We use telephones for more than conversations. We used them during the war. Everyone owes a good bit to the telephone and radio and to their inventors, because they have helped us a lot. Why do we actually have to communicate? This may be silly but it is important. Pete, do you have your question?

PETE: If you'll find the paper, I'll report.

TEACHER: Is the report over?

GEORGE: Yes.

At this point the teacher gave the group an opportunity to evaluate the report of the committee on communications:

TEACHER: What are the questions and suggestions from the other members of the group about this report?

SAM: More information and less questions would have made it a better report.

KATE: They needed to talk about more things than the telephone.

BILL: They needed to get together and plan the report before giving it to us.

KEN: They should each have had a copy of the questions the group made, or each should have had separate questions and not lose the only copy.

SARA: James could not be heard. He kept the paper over his mouth.

GEORGE: We are not talking about that now.

TEACHER: Oh, yes, we are, because this is important to communications. How nearly did they work in terms of the criteria we have on the board? Is the study rich in science? Is it rich in possibilities for social science? The modern methods of communications have changed our experiences and the nature of our lives; they affect people and their relationships. Is this study rich in language arts? Fine arts? How many would like to see the committee go into a work session and then report to us about these possibilities?

(The class agreed that they would like to have the committee work further and report again.)

TEACHER: Is the committee willing to go into another work session and report to us in a more acceptable manner?

COMMITTEE: Yes, we are.

Miss Loomis' record includes the work session of the communications committee after the first report. Two adults were present to help. In this session the committee made use of the group evaluation of their first attempt to sell the others on a study of communication:

GEORGE: Pete, you are not going to write the questions down today.

PETE: I brought a carbon paper and we will have two copies. You can keep one of them.

GEORGE: Now, fellows, we got to make a good report. If there is anybody here not going to work, he can leave. We did not do so good yesterday.

(At this point Mr. N. joined the group.)

PETE: It wasn't my fault that I lost the paper. I had it in my desk.

TIM: Yes, you lost it, and we couldn't give our report.

JACK: I remembered my question but I am not going to give another one.

GEORGE: Then I guess that there won't be any report.

BEN: I don't care if there isn't any. I don't want to study this anyway.

GEORGE: Then why are you on this committee?

MISS J: Fellows, we all agreed with you yesterday that you did not give a report that met our group standards. You said that you would like to have an opportunity to go into a work session and then report again. There is no reason to let Pete be responsible for the lack of success because the report was lost. As someone said yesterday, you should have had more than one copy, or everyone should have had his part of the report written down, if he could not remember it. I am glad to see that Pete brought the carbon. Now you can have two copies. Don brought paper and pencil. Are you going to write down your question or problem, Don?

GEORGE: Then let's get to work and make a good report this time.

PETE: Are we going to write questions again?

MISS J: Do you remember the remarks that were made yesterday when you finished your report?

JACK: They said that I did not talk loud enough, and that I had a paper over my mouth while I talked.

PETE: You did, but don't you do that next time.

GEORGE: They said that we should give more information and less questions. What we need to do is to read more so that we can give more information.

MISS J: I think they suggested that you discuss possibilities with means of communication other than the telephone. Do you recall that most of your report dealt with the use of the telephone?

PETE: Miss K. said that we needed to give more ways in which we could get science, mathematics, and all the other subjects into this study.

GEORGE: If you had not lost the report, we could have done that yesterday.

PETE: Well, George, all we have to do is to write down what we had on the other paper. We had all of that on it.

MR. N: I thought you fellows were to convince the other groups out there that this is the most important study on the board. You haven't convinced me that this is important to you.

GEORGE: When we write down what we had on the paper yesterday, we can show that communications is important.

MR. N: Do you remember what you had on the paper?

PETE: We didn't remember yesterday, but now we can write another paper.

MISS J: I think that what you need to do right now is to recall all the things you wrote down and let Pete write them down. If you think that you can't remember what you are going to say tomorrow then write it down now and put it in a safe place for tomorrow's report.

GEORGE: Now let's list the problems that will be covered in the study. Begin with the use of the modern means of communications and how they are different from those used in olden times. But first I can ask these questions that I made up yesterday.

PETE: Then I can tell that we can write stories and plays about the discoveries of the modern means of communication. That will give the possibilities for language arts. We can go to the museum and see how they communicated in the long ago.

JACK: I can tell about the trips.

DON: The telegraph set is in the workshop.

TIM: I know where we can get a film from the telephone company.

JACK: And countries communicating where they do not have radio. Why communication is important to every country.

GEORGE: This study is one that everyone might not agree on, but it is important. Does everybody know what he is going to say?

BEN: I don't and I'm not going to report.

MISS J: Tomorrow you will feel differently and whatever you can add to what has been planned here, will be a worthwhile contribution. Don't you fellows agree?

GEORGE: We have to go to physical education now. Do all of you know what you are going to say on the report?

The later report of the committee on communications showed that

the boys had profited greatly from the evaluation of the first report. The evaluation of this report was distinctly favorable:

GEORGE: We were asked to come back and report more about communications. Most of us have some more to report. Tim says he made his report last time in that report and won't report again. My questions are:

1. Why will this study help us?
2. Why should we study communications?
3. Will it be important? Interesting? Yes.
4. Will it bring in science? Yes.
5. Are materials adequate? Yes.
6. Does it include social science? Yes.
7. What do you say? Let's study communication.

PETE: We can write stories and plays about how they discovered means of communication. There are possibilities of going to the radio station, to the Western Union offices, and to the newspapers. We can make telegraph sets, get films from the telephone company and show them. We can go to the museum and see there how they communicated in the long ago. We want to study communications because it involves science.

GEORGE: Jack has some information on communications.

JACK: How do countries communicate if they do not have radio, paper, and those things we use? How do they communicate with other countries? Why do they want to communicate with other countries? Why is communication important to every country?

GEORGE: Don, do you want to report?

DON: How do we communicate with other countries?

JACK: This is important when we consider censorship.

PETE: —when we see how other countries communicate.

GEORGE: This study isn't something to which everyone will agree, but the majority will.

SAM: Astronomy is a part of communication. We get time from the sun. It has a connection with communication.

TEACHER: There isn't a topic on the board in which communication would not be important.

MAE: Communication is not out of all of the topics. Science is in it: in workshop make a telephone, in art draw pictures.

GEORGE: If we do study communications we won't be making things all the time. It will bring in lots of research. We'll have to do plenty—a lot of reading and study. It will bring in a lot of writing, reading, etc.

DON: How does the radio work with other countries?

JACK: How does the radio work?

TIM: How did they communicate in colonial days? We saw a movie last year, a little about communication and the lamp lighter and how he spread the news.

PETE: As George said, we'd have to do a lot of research.

GEORGE: This finishes our report. All of us studied hard because we would like to study communications. We had a taste of it in the fourth grade and we can finish up the ideas started there.

JOYCE: My mother can arrange trips to the WBNS radio station for us.

KATE: (Her remark was not heard, but it had something to do with why they did not talk about the daily newspapers.)

SAM: Communication involves writing.

TEACHER (to the committee): Do you feel that you did a more satisfactory job of reporting today?

PETE: We could have——(Interrupted by George.)

GEORGE: We feel better about picking up the ends. We studied hard and did better.

STEVE: They were not ashamed of their report this time. They had poise.

Miss Loomis adds that communication was not selected as the group study, altho it did become a very important part of the study eventually selected, "The British Empire, Today and Yesterday." She believes, however, that the experiences of the communications committee had considerable influence on the other committees.

Weighing Evidence of Growth

Pupils must take part in gathering and weighing evidence of their own growth as individuals and as a group if they are to have complete experiences in evaluating learning. Even young children can help the teacher keep records of their activities and samples of work well done. In one rural school the pupils and the teacher with the aid of the psychology students from a nearby teacher-education institution have kept a few simple records for the guidance of the child. A six-year-old in the school proudly showed his folder of work to a visitor with the remark: "This is the way I did it at the beginning of the six weeks, and *this* is the better way I do it now.[20]

First-grade children in Elizabeth Wright's group also were learning to judge from samples of work whether or not they had made progress: [21]

> Worksheets are prepared in reading, numbers, language, and at times in the social studies. The worksheets are placed in individual

[20] Report submitted by Kara V. Jackson, Jeanes supervisor, Southern Region.
[21] Ella B. Allen School, Chula Vista, California.

folders on Fridays. Each child arranges his sheets so that the best ones are at the top of the folder. The arrangement is guided by questions which the child uses in judging his work. Did I follow directions? Is my paper neat? Is this my best work? Occasionally the papers are discussed in the group during our daily planning period. Whenever there is any question, discussion concerning the purposes and the methods to be used clears this up. Each child selects from his folder on occasion worksheets which he takes home to his parents.

In pupil-teacher evaluation the children's comments are quite penetrating and sometimes amusing; for example: Eddie took me by the hand and led me to his folder. With great pride he showed me the top sheet. "I like these two, don't you, but this bottom one stinks!"

The class diary is another device which enables children to share in record keeping on group activities and progress. Margaret Leonard furnishes sample entries from such a diary kept by her second grade: [22]

February 18, 1948

We are all trying to use our time more wisely and to do our best work at all times. Some people bother others too much. Miss Leonard was proud of our clean-up today.

February 22, 1948

There were many committees working today, and everyone worked hard. Marian and Patty and Jon painted at the easel. Dickie and Susan made a cover for their booklet by finger painting. Some gave good reports, wrote stories, and some did follow-up work on the post office. A group made up a poem for our poem and riddle book. The dramatic play was good today about sorting mail at the post office.

Means of Evaluation Are Student Devised

When students are invited to participate in planning the form of evaluation they will use, they make surprisingly good suggestions. Elizabeth Rose reports the suggestions her high school English class made for evaluating their work at midterm: [23]

I led a discussion of ways of evaluating work to date, seeking to get boys and girls to *think thru* ways of measuring, to see advantages and disadvantages of ways suggested. The class recognized the task as a difficult one —and a long one— not so easy as the kind of exam they were accustomed to having in other classes. They realized that they could not measure progress toward goals

[22] Peabody School, Santa Barbara, California.

[23] Miss Rose was teaching in Tuscaloosa High School, Tuscaloosa, Alabama, at the time. For further description of the work of this class see p. 55-56, 61-62, 71-72.

except in terms of where they began and where they were going. A summary of their suggestions follows:

1. Write a letter to our teacher telling of ways we believe we have improved individually in all the goals we set for ourselves. A comparison of this letter with the first letter will show improvement or lack of improvement in neatness, handwriting, mechanics, organization. It will also give each one's opinion of his improvements; be sure to furnish samples in support of improvements.
2. Take the stenographic notes of a recent group discussion and compare with an early group discussion. Count number of people contributing, variety of contributions, and judge quality of contributions.
3. Give each person a subject to investigate in the library, using all resources of the library. Let the person tell other ways he could learn about his subject—outside the library.
4. Have each pupil read aloud and compare with records of early reading.
5. Study all speaking, writing, reading, radio, and movie records from the beginning of the year until now. Note improvement in pupils. Ask student teachers to make out questions for each pupil concerning any book, magazine, radio program, or movie he has listed in his records.
6. At the end, teacher and pupil have a conference, go over the individual's records, and decide together upon a mark. This mark should not be in comparison with any other pupil, but should be determined by the progress the pupil has made toward his own goals. The kind of comparative measuring this class suggests would not have been possible without the following records, teacher's and pupils', individual and group, that were kept thruout the year:

   A. Records concerning the whole group
      1. Stenographic notes of the work and procedures of each class period.
      2. Teacher's critical comments on the day's procedures.
      3. Observers' comments (infrequent)
      4. Student secretary's minutes of "the class as a club."

   B. Records concerning individuals
      1. Anecdotal records kept by teacher and apprentice teachers concerning growth of individuals in all outcomes proposed: arts of expression and impression, work habits, social relations
      2. Objective tests and rating sheets
      3. Dated samples of the written work of individuals thruout the year
      4. Voice recordings for each pupil made in September, January, and May

5. Library reading cards (this year kept by school librarian)
6. Cards kept by pupils concerning reading, radio-listening, movie-going
7. Daily schedule kept by pupils for a period of eight days
8. Written comments concerning pupil's growth made by parents, employers, other teachers, and librarians.

Individuals Judge Their Accomplishments

Opportunities for promoting self-analysis and self-direction in learning are further illustrated thru situations reported by Grant Rahn.[24] The first describes teacher-student cooperative evaluation:

> An English teacher who regularly provided opportunity for pupils to study during the class hour used her time for conference to direct the efforts of individuals or small groups with common needs. At convenient times during the class hours two weeks prior to the end of a report period, she held conferences with each pupil for joint evaluation of his progress. Thru reflection together, they came to agreement on such questions as: What have been the major expectations during the quarter? Have I met my responsibilities on time and to the best of my ability on each as evidenced by products? During work periods has my behavior been such as not to require teacher attention? What contributions have I made to

[24] Secondary Coordinator, San Diego County Schools, California.

Conferences Focus on Individual Strengths and Weaknesses

San Francisco Public Schools



small group work? To classroom discussions? Wherein might the work of the quarter have been more meaningful to me?

Mr. Rahn's second illustration deals with the use of reading records in a junior-senior high school:

> In one school, reading of books on the basis of personal interests followed in each case by teacher conferences with the individual or small group was a very significant aspect of the English program. Every pupil thruout his six years of attendance kept a teacher-held record of books read: title, author, number of pages, and a very brief personal expression of likes and dislikes (not book reviews). This record provided bases for evaluation of a pupil's growth in taste, data for guidance to further reading in line with interests, or, if selections lacked balance, to cultivation of other incipient interests.

Sixth Graders Discover a New Technic

Pupil recordings are a novel way of gathering evidence to be used as the basis of cooperative evaluation. Ruth Frazier and her sixth-grade pupils experimented with this newer tool for learning: [25]

> In February the sixth-grade group was struggling to improve technics of planning as well as to eliminate some poor speech habits. It occurred to us that a good way to study our needs would be to have some recordings made of our voices so that we could "hear ourselves as others hear us." We decided to ask the director of audio-visual education to bring the recorder to our classroom and work with us in making the recordings.
>
> Then the class began to prepare for the recordings. We decided that we would take notes on one of our planning discussions—how to assemble the school paper—then develop this into a script to use for our recording. One pupil took notes for us: we wrote our script from these and decided that a roundtable formation and procedure would be the best arrangement. The director agreed with our plans but made suggestions about the equipment that we had been unable to foresee because of our inexperience. He advised a stationary microphone for the chairman and a portable one to be moved from speaker to speaker. The class made the teacher "mike-mover" and suggested that she wear shoes that didn't click!
>
> The director arrived with the equipment at 8:20 on the appointed day. As students came in they asked questions and began to get acquainted with him as he set up the recorder, explained how it worked, and tested individual voices as a part of the process of getting ready. By the time we were ready for action the children were relaxed, interested, and completely cooperative. When the record was played back to them each one listened intently to hear

[25] Cedar Hill School, Oak Ridge, Tennessee.

his own voice. By this time they were having fun enjoying something new and liking it definitely! When I then interviewed each one and asked for an evaluation of the planning we had done in the discussion we had recorded, I got easy, comfortable conversation for the second record.

In June we followed this up with another experience to help us judge what progress we had made in our planning and the use of our voices. This time the students made the necessary arrangements with the principal and the director. We invited them to the classroom to participate in the planning of our script and the use of the recorder. The children discussed with the director the type of equipment available, the time he could work with the class, and the length of time they should plan for their discussion.

We had run into the problem in our class discussions of what to do when several people tried to talk at once. This had led us into some thinking on democratic procedures and we had been reading and discussing the contributions to democracy made by peoples of various ages. They wanted to plan a discussion that would be somewhat of a culmination or review of this experience. They listed several ways that such a discussion could be worked out: the roundtable, forum, simple interview, or direct question and answer. Someone remembered the Town Meeting of the Air and the ideas suggested from that seemed to fit our need. A leader was chosen who, tho he had never led the whole group before, had been so active in finding material, making suggestions, and getting real work from his committee that the class recognized this and accepted his leadership. Someone suggested that members of the leader's committee act as chairmen of the four discussion groups. They accepted this idea and proposed that each person then choose the chairman with whom he wished to work. One member pointed out the danger of membership being unbalanced under this plan, so it was agreed that each group would be marked closed when the needed number was reached.

Two mornings were spent in writing the script. The questions to be discussed were written on the board as they were asked, the leader directed them to the different groups, and the teacher noted the ideas mentioned under each question. After this discussion each group wrote out brief statements for the script.

The experience of recording the script went on in a comfortable businesslike way. The class regarded the director as a member of the group and followed thru on the signals of "quiet," "cut," without a hitch.

We found from our experience that the best recordings as to tone and quality of voice were those in which the child was carrying on an informal conversation. The voices were more natural and several tones lower in pitch than when they were reading.

We invited the mothers of the children to hear the records and our evaluation of the activity. Each student invited his mother to sit with him at his desk. As each child thoughtfully reviewed

the planning, the working out of the script, and the actual recordings, how he had contributed, and the ways in which he felt more sure of himself, the mothers began to relax and be happy in the experience. They stayed on after the children left to ask questions and to share with the teacher some of their own evaluations of such an experience for the children.

A Letter Serves as Another Means

Students may be encouraged to evaluate their own growth in a letter to the teacher. The following is an example of such a letter written by a seventh-grade girl: [26]

> I've done a good bit of work on my study, in industrial arts and the other laboratories, but I feel I've learned most in working with people. In working on the mural, I tried to boss things and act "smart." There was no cooperation on it. One thing I feel I should have help on next year is working with boys. At the present moment working with boys is so much of a novelty that I act "silly" and show off. Showing off is my weak point. I desire attention, and I get it. But I don't like the habit and I don't know how to break myself of it. I've learned to cooperate better, but I must work next year on it.
>
> Showing off, is, I believe, robbing me of the friends I used to have. I'm not accepted nearly as much by the girls whose opinion I greatly respect, Sylvia, Ruth, and Elizabeth. I used to think they were awful, but I've found that they are better than I am. If you analyze the people in the room would you please tell me personally why I'm not popular? Please?

Growth Has Many Facets

It is the procedure in the arts area at the Ohio State University School to have students evaluate their work upon its completion; the teacher evaluates the work also and then both students and teachers get together and discuss their joint evaluation of the work in terms of the work itself, changes in attitude, evidence of cooperation and growth. An example of an evaluation of a painting by a boy of the twelfth grade follows:

> I seem to be sparing with the use of my paint and thus there are a few thin spots. I painted a variety of textures and dwelled upon shading. I started out with several different, vague forms or ideas and the essence of the whole process of painting seemed to be the creation of unity between these forms. I am conscious of color blending and movement. I felt this painting expressed myself more than my realization. I did not have security but the farther along

[26] Submitted by Rose Lammel, formerly of the University School, Ohio State University, Columbus, Ohio; now on the staff of the New York University.

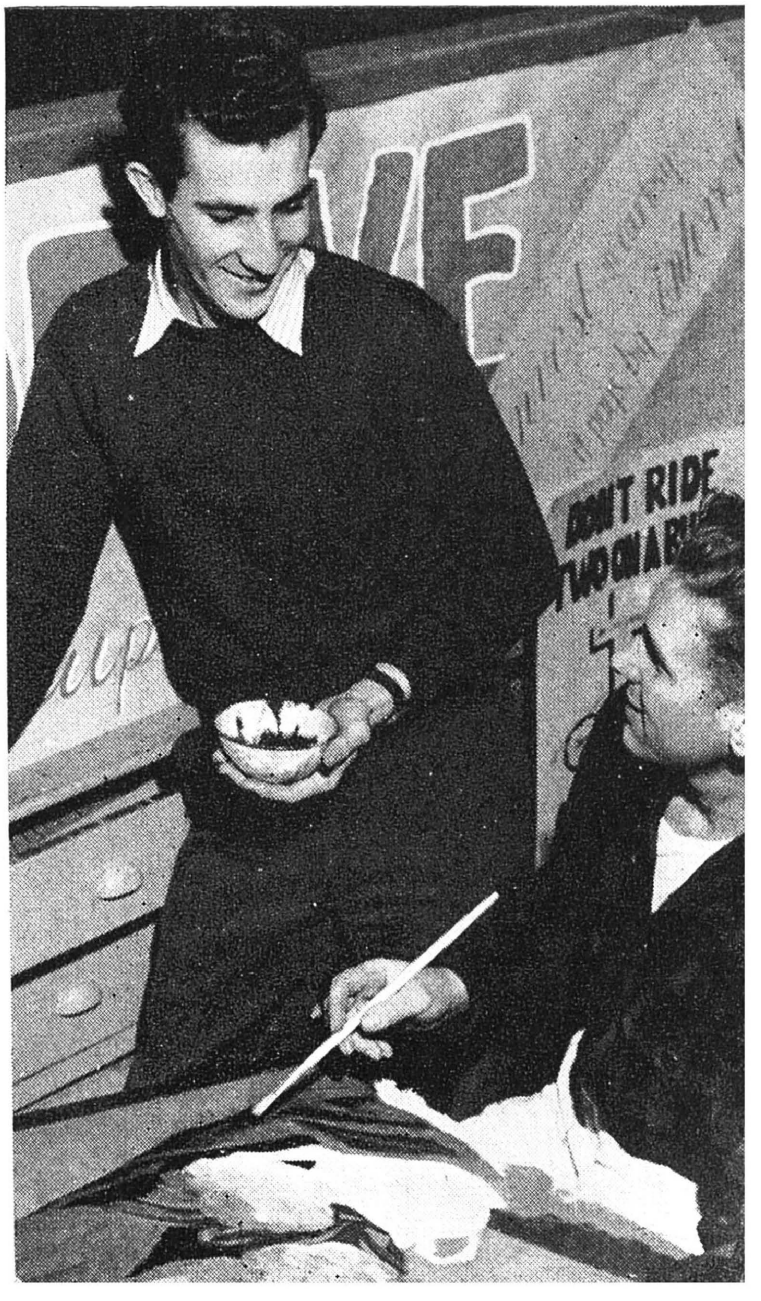
I went, the more confidence I had, possibly because the painting developed better than I had planned. The picture seems to be divided and incongruent. I don't quite understand it (the physical properties) altho I had a creative understanding of the subject-matter. I am glad I painted it. I enjoyed doing it extremely. It seemed to develop my sensitivity for art in general and color. I am very glad I've had a chance to develop my interest in art, and hope I continue to grow in these fields. I realized that there are so many ways to get different effects. Even if I didn't enjoy the finished painting I enjoyed doing it. I wasn't sure when to stop. A conclusion wasn't definite. I still have a touching up job, I feel. I don't like the blend at the bottom.

A further illustration of self-evaluation from the Ohio State University School is particularly useful because it shows growth. Item I is a student evaluation shortly after entering the arts area. Item II is a student evaluation approximately one year later.

Item I:

I liked making the Christmas cards very much. It was fun putting the cards on white paper and then on the colored paper. We had to make new stencils. That was fun (but it also held up production).

Creative Effort Is Judged Cooperatively



Seattle Public Schools

Item II:

I worked on the posters for the carnival mostly because it was something new and different from what I had ever done.

As an individual:

1. Learned how to work a silk screen.
2. Learned how to print (the little bit I did).
3. How to space my lettering.
4. To cut stencil paper. This was entirely new to me.
5. How to plan a poster to look different from an original drawing.
6. How to mix paints.
7. Know what I'm talking about when silk screening is mentioned.

As a group:

1. How to work with people.
2. How to divide work and time with other people.
3. How to plan with other people.

Cooperative Planning Results in New Reports

An extensive program of self-evaluation was worked out by the fourth-grade pupils of Dorothy A. Farmer, who reports the development as follows:[27]

During the past year, I decided to try to do a better job of teaching self-evaluation for I am firmly convinced of its value. The class and I attacked the problems which confronted us with two questions: how can we make this situation better as a class and what is the job of each of us? Since the two were so closely related, the children soon came to feel that only when each member of the class assumed responsibility for himself did the group succeed.

In trying to evaluate our own accomplishments we decided to formulate a sheet for this purpose. We had been discussing how to do this for some time but had evolved no definite plan. One day I happened to read an article entitled "Fifteen Years A-Growing" in the February 1948 issue of *Childhood Education* which interested me very much. I took it to class and showed it to several of the children, who presented the idea to the group.

Since some of the problems confronting us were brought to our attention by our principal, we decided to include her in our planning sessions, too. (The principal had been concerned about such things as the way children entered the building, walked thru the halls, treated smaller children, and played on the playground.)

Each member of the group told the things he felt he needed to work on. Many children found they had the same or similar problems. Therefore, those which were pertinent to the majority were chosen for the evaluation sheet. The entire form, including the letter on the front, was formulated by the children with one exception. The principal made her contribution to the group by asking

[27] School No. 236, Baltimore, Maryland.

if they felt it would be wise to allow space for the teacher to say what she thought. They agreed heartily to this and also to the suggestion given by one of the children that the parents be allowed to say what they thought when they read the evaluation.

When the sheet was finally mimeographed and in the children's hands, they were really pleased with their efforts and wanted to do as good a job as possible on evaluating themselves. When I received the sheets for my comments, I was amazed at the honesty and correctness which the children had shown. In order to make sure their efforts wouldn't be thwarted by misinterpretation at home, I devoted the major part of my monthly letter to the parents ex-

Dear .....,

We are trying to become better citizens. To do this we must improve our habits and not break rules. Our class listed twenty things we are working on all of the time.

First, we are going to mark ourselves. These marks will be:

S —satisfactory

I —improved

U—unsatisfactory

The teacher's evaluation is going to be on the paper, too, if she disagrees with our marks. If you also disagree with any of them, will you please write a comment?

Your.....

plaining the purpose of this evaluation sheet and the value it would be if the parents would consider it carefully and not attach ridicule or reprimand to it. Of course, of the forty-five children who proudly took their sheets home, there were bound to be some disappointed ones, for not all parents could be expected to respond equally well. However, by far the majority of children were able

	Child's Mark				Teacher's Evaluation	Parent's Comment
	Mar.	Apr.	May	June		
1. I help my group to make plans						
2. I take part in carrying out plans						
3. I work carefully						
4. I do my own work						
5. I try to finish my own work						
6. I find worthwhile things to do by myself						
7. I try to use a pleasant voice						
8. I try not to interrupt when others are talking						
9. I try to be courteous and think of others						
10. I can be trusted						
11. I try to see my own mistakes and not blame others for them						
12. I walk quietly thru the halls and stairways so as not to disturb others						
13. I line up without pushing or talking						
14. I try to make school a happy place to live in						
15. I try to keep myself neat and clean						
16. I keep my hands and materials away from my face						
17. I use a handkerchief when I need it						
18. I wear my wraps when I need them						
19. I try to sit and stand correctly						
20. I try to relax when resting						

to discuss this with their parents and get helpful suggestions and comments.

Many mothers came to school to get further help from me so that they would feel they had really helped their child as much as possible. One mother even airmailed the form to South America so that her husband could concur with her judgment or add his difference of opinion. It was interesting to see how seriously the children attempted to improve poor habits of long standing. That there was also a carry-over into the home was evidenced by the many verbal and written expressions of appreciation which I received.

We worked on this project from March until the close of school in June. I had had that particular class since September.

The form as developed by the children is reproduced on the preceding pages.

Improving Teaching thru Cooperative Evaluation

This chapter has been concerned with the cooperative evaluation of learning; specifically with the problem: How can the teacher and his pupils work cooperatively toward the pupil's progress in attaining the desired goals of education? Glimpses have been offered of the interactive type of pupil-teacher relationships in day-by-day dynamic learning experiences found in the typical classroom situation.

Numerous are the instruments and technics for evaluation of the type dealt with in this chapter. While it has not been possible to give examples of teachers and pupils employing all possible technics, it is understood that both formal and informal procedures used in cooperative evaluation call for many kinds of approaches—discussions and conferences, logs, charts, reports, collections of pupil's work, tests, observation records, diaries, transcriptions, and the like. For the persons being evaluated to aid in the gathering of data about themselves because they have a purpose for doing so is the best possible guarantee that the information will be well used.

In conclusion, it cannot be too emphatically reiterated: evaluation is not an end product but rather a means for day-by-day improvement thru the cooperative give and take of gaining the most from a learning experience. If the illustrations of cooperative evaluation included in this chapter are helpful to teachers in sensing the possibilities for rich and meaningful living inherent in activities which team up teacher and pupils in building security and satisfaction, in promoting cooperative learning, in developing self-direction, in fostering creativity and building values, then without doubt, there shall have been progress "toward better teaching."

CHAPTER NINE

Toward Better Teaching

IT WAS THE TIME OF DAY described emotionally (and unrealistically) by the poet as the "children's hour"—a time most children have come to know as the necessary but totally unwelcome break between their world of adventure and wonder, and the "come home and get your face washed and manners on for dinner" hour of the grown-up world. Five-year-old Peter walked slowly along the street, his miniature red swimming trunks in one hand, his khaki shorts and striped shirt in the other. So immersed was he in his own world, he did not even notice his kindergarten teacher hurrying down the street, her high heels keeping time with the "Hurry up! Get there on time!" mood that besets grown-ups. But she noticed Peter and paused as she thought of just the right way to explain to the child that he must not walk thru the village unclothed.

"Peter, how nice to see you."

"Oh, hi, Miss Martin."

"Have you been swimming, Peter?"

"Sure—most all afternoon. Guess it must be dinner time now. The shadows are long."

"Yes, they are long, Peter. I believe if I were you, I'd slip into my clothes before going any farther. It's a little chilly when the shadows get long."

"Oh, I will, Miss Martin. I will as soon as I can. You see, all the way from the wading pool I've been looking for a bush to hide behind so's people won't see me dressing. As soon as I find one I'll put them on first thing."

And so, young Peter went on his way searching for a friendly bush where he could successfully carry out the mission handed him by the adult world, and Miss Martin hurried on, puzzled as to how to teach Peter the things right for him to know. Both were confronted with a complex and difficult task—Peter with a world to explore and understand, with an environment of people and things with which he must work out an adjustment; Miss Martin with the responsibility of finding

new and better ways of teaching children, of helping them with their task of exploring, understanding, adjusting.

It is with Miss Martin's responsibility that we have been concerned in this yearbook. We have attempted to show the nature of this responsibility, and to suggest ways in which teachers may fulfil it. Now, in this final chapter, let us consider the seven aspects of better teaching discussed earlier, this time with the intention of discovering what conditions make such teaching possible and what responsibility teachers can assume for bringing about those conditions.

Fostering Security and Satisfaction

"The world today especially needs stable, well-adjusted people. Security in the face of overwhelming social problems is enhanced for the individual to the extent that he is helped to expect, accept, and understand change and to the extent that his skills of problem-solving are adequate for him to participate in promoting constructive change." These are the words used in the first chapter. In Chapter Two we found five-year-old Frankie getting help in adjusting to the change of going to school because he had received a letter from his prospective kindergarten teacher inviting him to visit school. We found eight-year-old Maria gaining security when she had successfully learned a tool for communication, eleven-year-old Sandra "arriving" by way of a well-done handstand, and high school students, in discussions regarding social and vocational acceptability, banishing some of the fears of the future which beset adolescents.

The question to ask is not: *What kind of a teacher* would bother to invite four-year-old Frankie for an afternoon at school to help him be a more confident and secure Frankie the following fall. We have asked the question that way too often and have come out of such questioning with longer and more exacting lists of qualifications for "good" teachers. The question to ask is: *What kind of living* is going on in a school where it is the natural thing for a kindergarten teacher to begin thinking early about the happy adjustment of her five-year-olds?

And the answer is obvious. It must be a school where the grown-ups too are concerned about one another's happiness. Perhaps it is a school where teachers and administrators discuss freely and frequently teachers' satisfactions and feelings of adequacy in their job and their desires for another year. It undoubtedly is a school where time spent in concern over another person's welfare is considered time well spent. If it is not this type of school, if the party for Frankie comes as a directive from an office rather than from a teacher's natural response to the considerate atmosphere in which she is working, the chances are that this one help toward a happy adjustment to a new situation will be nullified by

numerous daily occurrences that will destroy Frankie's confidence (occurrences not observed by teachers accustomed to responding to directives rather than to people).

Promoting Cooperative Learning

"In a cooperative situation, there is no room for competition and rivalry. Instead there is mutual respect, confidence, and an understanding of where the individual and group are going—cooperation *in* learning." With these words as a send-off, Chapter Three goes on to tell about teachers saying, "Can we plan together?" rather than, "Here is my plan for you"; about a thoroly disintegrated kindergarten becoming a friendly unit as a teacher went about the job of making herself recognized as a friendly part of the group; about experiments with high school children planning their own type of organization. And again we find ourselves asking the question: What kind of living is going on in a school where it is a natural thing for teacher and pupil to plan together, where children are not measured one against the other, where there is mutual respect and confidence? Would it be in a school system where teachers' achievements are measuerd one against the other so "best" teachers get "best" schools to teach in, or fewer after-hour assignments, or higher places on the merit-rating scale? Would it be in a school where teachers fear those in positions of higher authority, or even find it necessary to organize against those representing higher authority?

For this cooperative kind of teaching and learning to be the accepted and regular plan of action, certain conditions would have to exist among the grown-ups responsible for the educational program in a given system. It would of necessity be a system where teachers and administrators were accustomed to thinking problems thru together, where the regular order of the day includes making group decisions and sharing the responsibility for carrying them out, planning together, selecting leaders, choosing committees, and all the other group skills and attitudes of a functioning democracy mentioned as necessary in a classroom promoting cooperative learning. Parents and other community members would be found hard at work on real problems in such a school, and a visitor to such a school would soon sense a strong feeling of "we" rather than "I" in relation to both the problems and the achievements.

Helping Pupils Develop Self-Direction

Three conditions for promoting self-direction in pupils are asked for in Chapter Four. They are: a decreasing amount of teacher direction as children are more mature; significant undertakings or activities with ample opportunity for planning, sharing, discussing, and evaluating activities; increasing pupil responsibility for the control of their behavior.

How aptly we might apply these same three principles in discussing democratic living among the staff in a school system. The first becomes "a decreasing amount of supervisory direction as teachers become more mature," with a great deal of the responsibility for gaining that maturity falling on the shoulders of teachers. True, it is difficult to gain maturity in situations where autocratic control is aimed against real growth, but in most schools great strides can be made if a group of teachers decide together that they will come as near as possible to solving problems with the methods of democracy. Even an "unbelieving" superintendent will begin to see the power in this group approach to problem-solving if given a demonstration by committees of teachers voluntarily going about the job of doing things needing doing rather than waiting to be directed into action.

The second principle remains: "there must be significant undertakings or activities with ample opportunity for planning, sharing, discussing, and evaluating activities." The major responsibility for providing this sort of experience for teachers lies with administration. Teachers, however, can do a great deal by signifying a willingness and interest in participation. They can also do a great deal by applying this same principle in their relationships with members of the community. Too many times able community members have lost interest in the whole enterprise of educating the young of a community because they have been assigned trivial jobs rather than being offered real cooperation in work of significance.

The third principle, "Increasing teacher responsibility for the control of his behavior," is important because so many judgments must be made by the teacher at work with pupils.

In other words, a school in which teachers are ever developing self-direction will be a school where children are encouraged and helped to do the same. Alert teachers, those sensitive to democratic ways of doing things, will see within their own systems countless ways for putting this generalization into action.

Fostering Creativity

For quite some time now, the grown-up world concerned with teaching has believed that children need creative activity; and, in our great enthusiasm, we have used every possible means to persuade teachers to provide for such activity. Articles have been written, speeches made, courses taught, and out of this persuasion have come responses by schools—some fortunate, some not so fortunate, like art classes where children are permitted to "create every Friday at two o'clock," or rules for conducting "special classes" (the ones where children are creative).

In a school setup where standardization is the order of the day, it is

an overwhelming task to foster creativity—that elusive something which "implies a fresh response unique to the creator." Courageous teachers and interested administrators have made sincere efforts to give children opportunities for creative activities within the framework of ringing bells denoting the beginning and ending of little boxes of time, systems of grading which tell exactly where a child is on the road to fitting a certain pattern of acceptability, and all the other established routines which too often have become a regular part of school living. These teachers and administrators know they have not been successful in really meeting the challenge inherent in the statement that "teachers are justified in assuming that all young people are potentially able to express themselves creatively." They know it will take something more than has been provided so far.

What is that something more? Part of the answer will be found when schools meet intelligently the challenge found in the question: What kind of living is going on in a school where it is the natural thing for teachers to both recognize and foster true creativity, in individuals and in group methods for solving problems? Again it is the school where teachers are living creatively.

This does not mean that teachers must begin to rent attics with northeast light for adventures in painting or prove, thru exterior exhibitionism, their right to be "individual" or "creative." (As a mater of fact, a binding program of proving one's self to be different can be just as lacking in true creativity as any other attempt to fit a rigid and prescribed pattern.) It does seem that wherever possible teachers will begin to accept the point of view of relativity where relativity has a place. All grass is not necessarily the particular green that is mixed in the paint jar. All ways for good living are not necessarily the ones which have been written down. Certain actions which may be right for some people may not be right for other people, and certain actions which may be right for today may not be right for tomorrow.

The only way to approach an understanding of this particular phase of relativity is to live with people in a way which gives everybody a chance to express his point of view, which gives people a real chance to question how things are in terms of how they might be. This is the great challenge of teaching and an area where teachers can learn from little children who have not yet had time to learn "right answers." If hand in hand teachers and children could share for even part of a day that wonderful world where Santa Claus could appear in a purple suit and angels come dressed in all colors of the rainbow rather than the white we grown-ups *know* they wear, they would be making great strides toward developing a school where creativity would be part of the regular routine—for children and grown-ups as well.

Helping Pupils Develop Values

Miss Martin was concerned with helping Peter develop values. Peter was a willing pupil. But they never did get together in any way that really mattered. As a result, even at five, Peter was starting along that confused road which has the world so lost today—a road of conflicting values which makes it difficult for a set of values to serve their real purpose, "to determine the direction in which a person will use his energies, skills, and abilities."

What to do about it? Chapter Six seems to chart a course: "In this society with its many values, some confused and some conflicting, two values are basic: a belief in the potential worth of each individual; and reliance upon the method of individual and group intelligence in the solution of problems. When either of these basic values is challenged, democracy is threatened." What we want, then, is a school where the grown-ups have a belief in the potential worth of one another, where grown-ups rely upon individual and group intelligence in the solution of problems. In a school where many people contribute to a group solution of problems, teachers have a feeling not only of their own worth but of the worth of the other fellow. The teacher next door is not someone to keep from finding out about "my latest trick in teaching long division," but is someone with whom to discuss the new procedure in the event that it may help him or that he may improve upon it. In most schools today, the two values named as basic are not in operation in the living of the adults. Until they are, teachers will continue to teach thru precept, and Peter will continue to look for his bush.

Providing Opportunities for Social Action

If we are to accept the thinking in Chapter Seven that action is determined by the values held by an individual or a group, it follows that teachers and children who are developing values consistent with democratic living will be engaged in democratic social action. It has already been stressed how important it is that real, not surface, values be developed. One further condition is necessary and that is that teachers themselves be permitted to take part in the kinds of social action growing out of their acceptance (thru living) of democratic values. So often children are given jobs of responsibility—the school store, the lost and found department, and other such enterprises only to discover thru experience that grown-ups do the really important thinking and acting, while children are left with the busy work. This will probably continue to happen until teachers themselves participate in vigorous social action. No room here for the popular feeling that teachers are not real community members but some sort of "neutral" boarders housed in peoples'

third-floor bedrooms and residence hotels, no room for the feeling that a teacher is a person who never makes a mistake A teacher who is an active member of his nation, his community, and his school will be the teacher who encourages significant social action on the part of his children.

Helping Pupils Evaluate Learning

Cooperative evaluation is a difficult process. It involves skills which many adults find it hard to master. It is not easy to form generalizations, to appraise plans and procedures, to weigh evidence of change and growth. There is little chance for pupils to practice these skills in schools where there are marks based on arbitrary standards and revealed periodically on a report card, where one "passes" or "fails" in terms of a predetermined measure. There is little chance for teachers to practice these skills in schools where they are rated by "superiors," where they are promoted on the salary schedule or not, depending on the judgement of someone who uses an inflexible yardstick. And there is little chance that teachers can help pupils develop these skills unless they, as adults, have an opportunity to practice them in evaluating school living.

Perhaps a real understanding of these skills can be achieved only when there is communitywide cooperation in evaluation of projects important to all. Only then, perhaps, after learning the skills of evaluation thru practice, can teachers, pupils, and parents discard the old crutches of marks and grade groupings of pupils and ratings of teachers. Until a deep understanding of the entire process of evaluation has come about, many activities falling under that dubious title would be better left out of the curriculum.

Better Teaching and Efficient Learning

In preceding chapters the emphasis has been on analyzing and illustrating better teaching in terms of seven aspects agreed upon by the yearbook committee. As any experienced educational worker knows, teaching cannot be divided into seven or any number of separate tasks carried on out of relationship to anything else. However, as a teacher sets about to improve his teaching, to help pupils learn more efficiently, he may elect to emphasize one or another aspect of better teaching as a starting point appropriate for him or his group. For example, he may decide that he has failed to give his children sufficient experience in action for community betterment; or he may judge that his pupils are especially lacking in security, so that their learning is inefficient. But he should not, and cannot for long, put emphasis on security-building or social action without making use of cooperative learning and evaluation, without increasing his pupils' independence of action, influencing their

values, and releasing their creativeness, just as he can do none of these things without affecting favorably the learning of the "tool" skills. All these aspects of the job are essential for the over-all purpose of better teaching—promoting efficient learning, learning of the many-sided kind needed by young moderns.

The story Miss Tymon tells of her children and their petitions to their congressman is one of many excellent examples in the yearbook of the wholeness of the job of better teaching.[1] There we saw children acquiring new interest and skill in spelling, in letter-writing, in meeting adults, in using maps. We saw belongingness in the group increase, cooperative learning take place, individual initiative flower, social consciousness awaken.

This kind of teaching can be and often is carried on by individual teachers working without benefit of the supporting conditions already discussed. While it is more pleasant and effective to be a member of a team in which all are interested and working together toward better teaching, the individual teacher can derive from this book both hope and suggestion for improving his own teaching.

Thruout the book the committee has purposely avoided the expressions, "the good teacher," "the ideal teacher." No one individual can be as good as a composite of all the teachers represented in this yearbook. But anyone can do better teaching than he is now doing. He can do it by engaging constantly in some trial of a new way—choosing the best improvement point for him at the time, selecting the procedures that appear to be most promising and workable for him, and helping to secure and maintain the conditions that facilitate better teaching as described in foregoing pages. Thru experimentation better teaching is achieved.

[1] See p. 213-22.

Appendix

Films Pointing the Way to Better Teaching

And So They Live—3 reels, sound.

Documentary film showing the life of a family in an economically underprivileged rural community and the experiences of the children in their one-room rural school. Shows the need for better adaptation of the school program to the problems of the community. A sequence at the end of the film suggests a kind of school program that promises to result in significant social action.

Broader Concept of Method: Part I—Developing Pupil Interest. 2 reels, sound.

The first part of the film shows the boredom and tensions which develop in a teacher-dominated class studying community civics. This is followed by a sequence showing the same teacher and students in a situation where the questions and interests of the students help direct the discussion.

Part II—Teacher and Pupils Planning and Working Together. 2 reels, sound.

In a continuation of Part I the class is engaged in a social action project—improving the lunchroom in their own school.

Learning To Understand Children: Part I—A Diagnostic Approach. 2 reels, sound.

Shows a variety of diagnostic technics used by a teacher who is trying to understand the behavior of a maladjusted girl of fifteen.

Part II—A Remedial Program. 2 reels, sound.

Following the diagnosis shown in Part I, the teacher develops a plan for remedial action. This plan uses the girl's interest in art as a way to increase her self-confidence and develop better relationships with others.

Learning through Cooperative Planning—2 reels, sound.

The children in an elementary school in Kansas City, Missouri, engage in a schoolwide project, community beautification. Shows the part played by various age groups. Analyzes technics of group planning.

Meeting Emotional Needs in Childhood: The Groundwork of Democracy—3 reels, sound.

By showing children both at home and at school and both as infants and at later ages, possible causes of insecurtiy and lack of stability are demonstrated. The film further shows teachers helping children become accepted members of a group.

Near Home—3 reels, sound.

A British film in which a group of children (approximately junior high school age) and their teacher become interested in a study of the community. The place of the teacher in a cooperative learning situation is effectively brought out. Shows the increasing self-direction of the pupils as the work develops.

Teachers at Work—2 reels, sound.

Brief visits to several elementary and secondary classrooms in schools cooperating with the Pennsylvania School Study Council, State College, Pennsylvania. Illustrates various aspects of the teacher's job.

Time To Spare—2 reels, sound

Tells of one rural school teacher who planned the program for the school day in large time blocks so that she had time to help individual pupils and give them a feeling of security and satisfaction in their work. One part of the film shows how children help in planning a project.

We Plan Together—2 reels, sound.

Shows work of an eleventh grade core group at Horace Mann-Lincoln School, New York City. Especially designed to show cooperative planning but also illustrates ways of developing a sense of security, and technics for cooperative evaluation. The guide, which describes the making of the picture as a product of cooperative planning, is particularly important for this film.

Wilson Dam School—2 reels, sound.

Photographed in an elementary school which was established as a part of the TVA project in Alabama, the film gives a clear picture of democratic planning by teachers and children and of the use of community resources. The school program presented is characterized by friendly relationships and lack of tension.

Association for Supervision and Curriculum Development. *Organizing the Elementary School for Living and Learning.* 1947 Yearbook, Washington, D.C.: the Association, a department of the National Education Association, 1947.

Deals with four major areas of responsibility of the elementary school —to serve the child, the community, the nation, and also to serve the one world idea. Liberally illustrated with reports of school practice.

MacConnell, Charles; Melby, Ernest; Arndt, Christian. *New Schools for a New Culture.* New York: Harper and Bros., 1943.

Describes the development of an experimental "school within a school" at Evanston Township High School, Evanston, Illinois. Much definite information about the organization of core courses is given.

National Education Association and American Association of School Administrators, Educational Policies Commission. *Learning the Ways of Democracy.* Washington, D. C.: the Commission, 1940.

The sub-title of this book is "A Case Book in Civic Education." Gives many examples from secondary schools all over the United States showing how the total program and activities of the school can furnish experience in the democratic process.

Noar, Gertrude. *Freedom To Live and Learn.* Philadelphia: Franklin Press, 1947.

The principal of a junior high school in Philadelphia writes this helpful account of the day-to-day activities of a junior high school core group. Describes some of the "specifics" that teachers often feel are neglected in professional books.

Ohio State University, University High School, *Were We Guinea Pigs?* New York: Henry Holt and Co., 1938.

A group of high school seniors at Ohio State University School write this account and evaluation of their six years in secondary school. Includes descriptions of planning procedures and means of individual and group evaluation in varying situations and subject areas.

Olson, Clara, and Fletcher, Norman D. *Learn and Live.* New York: Alfred P. Sloan Foundation, 1946.

Reports pictorially and by written word the experiences of teachers and children in attempting to improve the diet, the housing, and the clothing of their communities. Description of current projects may be found in *Applied Economics* available free from Applied Economics, 280 Madison Avenue, New York 16, New York.

Wallace, Whilden, and others. *Story of Holtville.* Deatsville, Ala.: Southern Association Study staff, Holtville High School, 1944.

The account of a secondary school in a southern rural community. Describes the development of a program which significantly enriched the life of the community.

Weber, Julia. *My Country School Diary.* New York: Harper and Bros., 1946.

A teacher keeps a record of four years in one rural school. She shows in detail the steps she took in improving the school program, describing her failures and moments of dejection as well as the times when progress was smooth.

Individuals Who Made This Book Possible

THE Yearbook Committee and the Association for Supervision and Curriculum Development wishes to thank all the individuals who submitted materials for use in this yearbook. We regret that limitations of space made it impossible for us to use all of the very fine materials which were submitted.

Daisy Adams, Junior School No. 5, Trenton, N. J.; Elsie W. Adams, Public Schools, Denver, Colo.; Geraldine Adams, Calhoun County High School, Blountstown, Fla.; Theresa Adams, Jeanes Supervision, Grambling, La.; Louisa Adelson, East Hartford High School, East Hartford, Conn.; Helen Adinolfi, Franklin School, Schenectady, N. Y.; Avis Alcott, Stratford High School, Stratford, Conn.; Ruth Andersen, Norwich Free Academy, Norwich, Conn.; Fred H. Anderson, Burnett School, Long Beach, Calif.; Hazel Anderson, Central High School, Pueblo, Colo.; Jeanne Anderson, Linden School, Oak Ridge, Tenn.; Meade Anderson, Public Schools, Jamestown, N. Y.; Kenneth J. Arisman, Ohio State University, Columbus, Ohio; Anne Arnold, Northwest Missouri Teachers College, Maryville, Mo.; Albert L. Ayars, Colville High School, Colville, Wash.

Wilhelmina Bach, Stevens School, Stamford, Conn.; Dorothy Barkey, Public Schools, Vancouver, Wash.; Inez M. Barnes, Lillie, La.; Lorena Bartel, Lincoln School, Fond du Lac, Wis.; Margaret Barton, Stephen F. Austin School, Dallas, Texas; Delmer H. Battrick, James Callanan Junior High School, Des Moines, Ia.; Gertrude Beck, Jefferson School, Fond du Lac, Wis.; Alice Beeman, Imperial Beach School, Imperial Beach, Calif.; Annalola Beeson, Allen School, Hutchinson, Kans.; Margaret Belbeck, Cardiff School, Cardiff, Calif.; Nona L. Bell, C. F. Carr School, Dallas, Texas.; Albert Berglund, Skokie School, Winnetka, Ill.; Jeanette Bigge, Roosevelt High School, Kansas State Teachers College, Emporia, Kans.; Catherine Biggs, Vista Square School, Chula Vista, Calif.; Eunice Bishop, Public Schools, Schenectady, N. Y.; Leslee Bishop, The New School, Evanston Township High School, Evanston, Ill.; Selma L. Bishop, Abilene High School (Sr.), Abilene, Texas; Marion Black, Public Schools, Calhoun and Liberty Counties, Blountstown, Fla.; Phyllis Blackburn, Senior High School, Dodge City, Kans.; Richard Blake, Stratford High School, Stratford, Conn.; Maurine Bloomster, Northern Illinois State Teachers College, DeKalb, Ill.; Esther Boehlje, University School, Indiana University, Bloomington, Ind.; Elsie Boling, Maple Leaf School, Shoreline Public Schools, Seattle, Wash.; Josephine Bolton, Garfield School, Chula Vista, Calif.; Frank A. Borreca, Bureau for Children of Retarded Mental Development, New York, N. Y.; Marjorie Bowker, College Elementary School, Fredonia, N. Y.; Olive Brennenstuhl, Vista Square School, Chula Vista, Calif.; Semla Brewster, Ansley School, Grambling, La.; Mildred Brink, Mt. Iron, Minn.; E. C. Britton, Colusa County Schools, Colusa, Calif.; Enid Brock, Garfield School, Santa Barbara, Calif.; Doris W. Brown, Tulare County Schools, Visalia, Calif.; Merle S. Brown, Laboratory School, Indiana State Teachers College, Terre Haute, Ind.; Lulu Brown, Nicholson School, Richmond, Ind.; Stevie Brown, Athens School, Lexington, Ky.; Grace Brucklacker, Public Schools, Highland, N. Y.; Jennie Buccino, Franklin School, Bridgeport, Conn.; L. Talbert Buck, Public Schools, Evansville, Ind.; Marian L. Buck, Maple Leaf School, Shoreline Schools, Seattle, Wash.; Susan Buck, Bowie High School, El Paso, Texas; Margaret Burkert, Central High School, Evansville, Ind.; Marion F. Burns, F Street School, Chula Vista, Calif.; Lucile Burt, Lincoln School, Fond du Lac, Wis.; Maybell G. Bush, State Department of Public Instruction, Madison, Wis.; Lavon

Buster, North Texas State Teachers College, Denton, Texas; Carl L. Byerly, Wydown School, Clayton, Mo.

Cheryl B. Campbell, Roosevelt Junior High School, Richmond, Calif.; Elizabeth W. Campbell, Wheelock College, Boston, Mass.; Charles R. Canfield, Public Schools, Dowagiac, Mich.; Charlotte Cantrall, Guasti Public School, San Bernardino County, Calif.; Emma Carey, Lillian Rice School, Chula Vista, Calif.; Bessie Carmichael, Franklin School, San Francisco, Calif.; Mary C. Carney, Elias Brookings School, Springfield, Mass.; Lura M. Carrithers, State Teachers College, River Falls, Wis.; May Carroll, Crockett School, Dallas, Texas; Eloise Carter, High School, Stratford, Conn.; Frances Carter, Gorrie School, Tampa, Fla.; Helen Carter, Houma School, Grambling, La.; Grace Casebolt, Roosevelt School, Hutchinson, Kans.; Mary E. Cassada, Carlsbad Union School, Carlsbad, Calif.; Margaret Casson, Calhoun County High School, Blountstown, Fla.; Donald Cawelti, Skokie Junior High School, Winnetka, Ill.; Mary E. Cedars, Roosevelt School, Kokomo, Ind.; Isabel Cermak, Mackay School, Tenafly, N. J.; Helen Chamberlain, Mackay School, Tenafly, N. J.; Gladys Champney, Robert Fulton School, Cleveland, Ohio; Ollie Channell, Cutler School, Cutler, Calif.; Helen Chartis, Grambling, La.; David Cherry, La Jolla Elementary School, San Diego City Schools, La Jolla Calif.; Catherine L. Chestang, Liberty County High School, Bristol, Fla.; Mary B. Church, Vickery School, Dallas, Texas; Irene Cismoski, Jefferson School, Fond du Lac, Wis.; Belle Coates, Vista Square School, Chula Vista, Calif.; Doris Coburn, Public School No. 65, New York, N. Y.; Jack Cochran, Battle Creek High School, Battle Creek, Mich.; Clara Cockerille, Public Schools, Altoona, Pa.; Lester E. Cofran, Public Schools, Jamestown, N. Y.; Mary Cohan, Pleasant Valley School, Schenectady, N. Y.; Mattie D. Cole, Union Parish, La.; Alice Coleman, Dunbar High School, Baltimore, Md.; Daisy Collias, Garfield School, Alhambra, Calif.; Constance Collins, Woodlawn School, Schenectady, N. Y.; Eldridge Collins, Fort White School, Fort White, Fla.; Dallas Conklin, Jefferson Junior High School, Long Beach, Calif.; Irma F. Connell, Elias Brookings School, Springfield, Mass.; Carmelita Conway, Lakeville School, Great Neck, N. Y.; Relta N. Cooke, Haller Lake School, Shoreline Public Schools, Seattle, Wash.; Gordon Corter, Fredonia High School, Fredonia, N. Y.; Olive Cotton, Vista Square School, Chula Vista, Calif.; Fred Cowley, Denby High School, Detroit, Mich.; Cathryn Cramer, Washington Elementary School, River Forest, Ill.; Eleanor Crenan, Harvey Alter School, Rome, N. Y.; Elizabeth Cross, Public Schools, Shreveport, La.; Hardeman Crowe, F Street School, San Diego, Calif.; Ethel Crumpton, Carlowsville High School, Minter, Ala.; Sallie Curchak, Trinity Heights School, Dallas, Texas; Llynola Curtis, Stratford High School, Stratford, Conn.; Mabel Curtis, Solana Beach School District, Solana Beach, Calif.; Joseph Czyzewski, Nott Terrace High School, Schenectady, N. Y.

Mildred Dahl, Willard School, Jamestown, N. Y.; Ellen Dalquist, Glencoe School, Portland, Oreg.; W. Theodore Dalton, Curry Demonstration School, Woman's College of University of North Carolina, Greensboro, N. C.; Ann A. Daly, Ella B. Allen School Chula Vista, Calif.; G. E. Damon, Colorado State College of Education, Greeley, Colo.; Willie B. Davenport, Oak Grove School, Grambling, La.; Tennie Davidson, Tuscaloosa High School, Tuscaloosa, Ala.; Helen Davin, Pleasant Valley School, Schenectady, N. Y.; Elra Davis, Grambling, La.; Zella Daymond, Taft School, Ferndale, Mich.; Viola De Fils, North Elementary School, Opelousas, La.; Beatrice Deglin, West Philadelphia High School, Philadelphia, Pa.; Alvida B. DeLashmutt, Elm Street Junior High School, Frederick, Md.; Mary C. Dennison, George Gray School, Wilmington, Del.; Charles Dent, Public Schools, Dallas, Texas; Robert Dexter, Carlsbad Union School, Carlsbad, Calif.; Bessie Dickerson, Grambling College, Grambling, La.; Marian E. Dierdorff, Britton Elementary School, Britton, Okla.; Helen Doak, Alhambra City Schools, Alhambra, Calif.; Edith Dobbs, Roosevelt School, Dodge City, Kans.; Bernice Doring, Riverside School, Schenectady, N. Y.; Mary Wile Dowdell, Gorrie School, Tampa, Fla.; Katherine Drago, Dunkirk Society, Dunkirk, N. Y.; Allie Dragoo, Stamping Ground High School, Stamping Ground, Ky.; Dale Draper, Northwestern School, Battle Creek, Mich.; Martina McDonald Driscoll, State Department of Education, Boston, Mass.; Marjorie Driver, Gorrie Elementary School, Tampa, Fla.; Harold

Duncan, Chautauqua County, Chautauqua, N. Y.; Charles L. Durrance, College of Education, University of Florida, Gainesville, Fla.

Emma Easley, Stamping Ground School, Stamping Ground, Ky.; Myrtle Eckhardt, Public Schools, Baltimore County, Md.; Robert Edgar, Queens College, Flushing, N. Y.; L. J. Elias, State College of Washington, Pullman, Wash.; Elva Endicott, Whittier School, Oklahoma City, Okla.; Byron England, Public Schools, El Paso, Texas; Georgia Englund, Ann J. Kellogg School, Battle Creek, Mich.; Edna Erb, Highland School, National City, Calif.; Kenneth Erickson, Pullman High School, Pullman, Wash.; Iolita Ersland, State Teachers College, Oneonta, N. Y.; William B. Evans, Clara Barton School, Glen Echo, Md.; Emma Ewing, Crockett School, Dallas, Texas.

Bettie Lee Fahm, William B. Travis School, Dallas, Texas; Dorothy Farmer, Montebello Demonstration School, Baltimore, Md.; Amy Farrall, Public Schools, Vancouver, Wash.; Myrtle Fauquher, Reitz High School, Evansville, Ind.; Florence Field, Crockett School, Dallas, Texas; Annie Wood Finlay, Blountstown High School, Blountstown, Fla.; Gertrude Jay Fischer, Public School No. 65, New York, N. Y.; Yvonne Fisher, Public Schools, Dowagiac, Mich.; Elma Pitch, Public Schools, Morehouse Parish, La.; Mildred Fluharty, Arrandale School, Great Neck, N. Y.; Edith Fougner, Lillian Rice School, Chula Vista, Calif.; Irene Fox, Laboratory School, Kansas State Teachers College, Emporia, Kans.; Lorene Fox, Public Schools, Schenectady, N. Y.; Edna Franklin, Tuscaloosa Junior High School, Tuscaloosa, Ala.; Clark Frasier, Eastern Washington College of Education, Cheney, Wash.; Ruth Frazier, Cedar Hill School, Oak Ridge, Tenn.; Lucile Fuqua, F Street School, Chula Vista, Calif.

Vera Gallery, Nicholson School, Richmond, Ind.; George Gardner, Pan American World Airways System, New York, N. Y.; Evelyn Garton, Roosevelt School, Dodge City, Kans.; Larry Geffen, Public Schools, Port Chester, N. Y.; Porter Gentry, Pilot Point High School, Pilot Point, Texas; Lester George, Nicholson School, Richmond, Ind.; Alexander Georgiady, Public Schools, Manitowoc, Wis.; Bertha Gladstone, Scarritt School, Kansas City, Mo.; Joseph Goldstein, Board of Public Schools, Philadelphia, Pa.; Louise Goodwin, Franklin Elementary School, Reisterstown, Md.; Elizabeth Gordon, Great Neck High School, Great Neck, N. Y.; Vinson Gorman, Stratford High School, Stratford, Conn.; Viola Goslee, Euclid School, Schenectady, N. Y.; Gladys Greenman, Public Schools, Greenwich, Conn.; Amelia Guillame, Elementary School, Gilbert, Minn.; Ida L. Gunn, Liberty County High School, Bristol, Fla.; J. H. Gurley, James Stephen Hogg School, Dallas, Texas; Myrtle Guthridge, Lillian J. Rice School, Chula Vista, Calif.

Lydia Haag, Senior High School, Dodge City, Kans.; John Haefner, University High School, University of Iowa, Iowa City, Iowa; Nettie May Hagard, Crockett School, Dallas, Texas; Melvin Hall, Silver Creek High School, Jamestown, N. Y.; Pearl Hall, Public Schools, Vancouver, Wash.; Richard J. Hallahan, Youth Center, Great Neck, N. Y.; Vera Hampshire, Sunnyside School, San Francisco, Calif.; Muriel C. Hampton, Arroyo Seco Elementary School, Pasadena, Calif.; Achsah A. Hardin, Central High School, Pueblo, Colo.; Hazel Harris, F Street School, Chula Vista, Calif.; Margaret E. Harris, Little Red School House, New York, N. Y.; Phyllis Harrison, Ridgecrest School, Shoreline Public Schools, Seattle, Wash.; Mary Hayden, Keating Junior High School, Pueblo, Colo.; Ada Hoyle Hayes, Letot School, Dallas, Texas; Addie Lee Head, Clinton P. Russell School, Dallas, Texas; Naomi W. Head, Bayles School, Dallas, Texas; Minnie T. Heard, Lakeside School, Lakeside, Calif.; Lois Heaton, Oak Lake School, Shoreline Schools, Seattle, Wash.; Charles J. Hemmig, Public Schools, Shillington, Pa.; Priscilla Henderson, Hawthorne School, Oklahoma City, Okla.; Earle Henry, Crockett School, Dallas, Texas; Marcella Herberg, Lillian Rice School, Chula Vista, Calif.; Sema Williams Herman, Gregory School, Chicago, Ill.; Everett Herron, Ella B. Allen School, Chula Vista, Calif.; Melvin J. Hetland, Battle Creek High School, Battle Creek, Mich.; Helen Hetzel, Lincoln School, Fond du Lac, Wis.; Frank M. Himmelmann, Public Schools, Northbrook, Ill.; E. R. Hodgdon, Public Schools, Worcester, N. Y.; Jerrene Hodge, Leila P. Cowart School, Dallas, Texas; Gwendolyn D. Holland, Randall School, Washington, D. C.; Mildred Holmes, Lillian Rice School, Chula Vista, Calif.; Geneva Hood, Nichols Hills School, Oklahoma City, Okla.; Lowell

Hopkins, Public Schools, Evansville, Ind.; David A. Horowitz, Rhoads School, Philadelphia, Pa.; Helen Hourener, Battle Creek High School, Battle Creek, Mich.; Roy W. Howard, Shoreline Schools, Seattle, Wash.; Marian Howell, Denby High School, Detroit, Mich.; Eleanor Hupp, Denby High School, Detroit, Mich.; Lois Hurst, David Crockett School, Dallas, Texas; Dolores Hutflesz, Carlsbad Union School, Carlsbad, Calif.; Harold E. Hyde, Public Schools, Endicott, N. Y.; Ragnhild Hylen, McKinley School, Susanville, Calif.

Foy Ingram, State Teachers College, Troy, Ala.; Robert S. Ireland, Bradford Academy, Bradford, Vt.; Saul Israel, Erasmus Hall High School, Brooklyn, N. Y.; Phyllis Ivimey, Burnt Mills School, Pluckemin, N. J.

Stanley E. Jackson, George Bell Elementary School, Washington, D. C.; Harriet Jenkins, Richland, La.; Carl Jensen, Highline Junior-Senior High School, Seattle, Wash.; Anna B. Jett, Athens School, Lexington, Ky.; Lillian Jewell, Roosevelt School, New Rochelle, N. Y.; A. Elizabeth Johnson, Mapleleaf School, Shoreline Public Schools, Seattle, Wash.; Gwendolyn Johnson, Wilson School, Santa Barbara, Calif.; John A. Johnson, Public Schools, Des Moines, Ia.; Marjorie Johnson, Broadview School, Shoreline Public Schools, Seattle, Wash.; Mary T. Johnson, Jenny Lind School, Minneapolis, Minn.; R. F. Johnson, Vista Square School, Chula Vista, Calif.; Evelyn Johnston, Ethical Culture School, New York, N. Y.; Hazel B. Johnston, Randall Junior High School, Washington, D. C.; Elizabeth Pritchard Jones, Edison School, Pasadena, Calif.; Laura N. Jones, Chambliss Children's House, Tuskegee Institute, Tuskegee, Ala.; Nancy Gibbs Jones, Longfellow School, Kansas City, Mo.; Naomi Jones, Vista Square School, Chula Vista, Calif.; Emma Jordan, Nicholson School, Richmond, Ind.; Aldonia C. Joyner, Rural Schools, Arlington, Jacksonville, Fla.; Pearl June, High School, Stratford, Conn.; Audrey Jutras, Howe School, Schenectady, N. Y.

Ethel Keeton, Stephen F. Austin School, Dallas, Texas; A. Edith Kelley, George Gray School, Wilmington, Del.; Esther V. Kelley, George Gray School, Wilmington, Del.; Helen Kelley, Denby High School, Detroit, Mich.; Freda A. Kellum, Lincoln School, Dodge City, Kans.; Frances Kelly, Sunnyside School, San Francisco, Calif.; Anna Kendall, Gilpin School, Denver, Colo.; Ruth A. Kepley, County Schools, El Centro, Calif.; Mildred R. Kidd, Public Schools, Oak Ridge, Tenn.; Eula Lee Kilpatrick, Sequoyah School, Oklahoma City, Okla.; Ruth Kimpland, Willsboro Central School, Willsboro, N. Y.; Lucile Kincaid, Lincoln School, Dodge City, Kans.; Allen Y. King, Public Schools, Cleveland, Ohio; Mrs. Boyd King, Alta Vista School, Abilene, Texas; Edith King, Crockett School, Dallas Texas; Grace King, Laguna Honda School, San Francisco, Calif.; Ruth Kipley, Public Schools, El Centro, Calif.; Eula Lee Kirkpatrick, Sequoyah School, Oklahoma City, Okla.; Doris D. Klaussen, Ann J. Kellogg School, Battle Creek, Mich.; Miss Korter, Maple Leaf School, Shoreline Schools, Seattle, Wash.; Lillian H. Kossak, Wilson Junior High School, Cleveland, Ohio; Dorothea Krivicich, State Teachers College, Oneonta, N. Y.; Donald L. Kruzner, King County Schools, Seattle, Wash.

Anna M. Laing, Franklin School, Bridgeport, Conn.; Mary Lamb, Troy High School, Troy, Ala.; Rose Lammel, New York University, New York, N. Y.; Clare Landram, Crockett School, Dallas, Texas; Virgil Lankford, Sherwood School, Montgomery County Public Schools, Sandy Spring, Md.; Elizabeth B. Larrabee, High School, East Hartford, Conn.; Vera Larson, Rigler School, Portland, Oreg.; Leola M. Leahy, Casa de Oro School, La Mesa Spring Valley School District, La Mesa, Calif.; Margaret Leonard, Peabody School, Santa Barbara, Calif.; D. B. Leonardelli, Battle Creek High School, Battle Creek, Mich.; R. C. Lett, Tuscaloosa Junior High School, Tuscaloosa, Ala.; Betty Johnson Levy, Public Schools, Vancouver, Wash.; Antonia Lewis, 217 West 115th Street, N. Y.; Edith Lincoln, Keating Junior High School, Pueblo, Colo.; Ann Lind, Denby High School, Detroit, Mich.; Estelle Lippincott, Stratford High School, Stratford, Conn.; Hope Look, S. G. Love School, Jamestown, N. Y.; Helen Loomis, Denby High School, Detroit, Mich.; Mary Jane Loomis, The University School, Ohio State University, Columbus, Ohio; Mary Lowther, Altoona High School, Altoona, Pa.; Janet Luke, Yates School, Schenectady, N. Y.; Russel Lupton, Dodge City Junior High School, Dodge City, Kans.; Clifton Lutes, R. D. 1, Yale, Mich.

Manly R. Maben, Senior High School, Vancouver, Wash.; Doris MacGregor, Edward V. Williams School, Springfield, Mo.; Helen Madsen, Whittier Junior High School, Lincoln, Nebr.; Kathryn Mahoney, Vista Square School, Chula Vista, Calif.; Robert Maitner, High School, Battle Creek, Mich.; Margaret E. Mann, Bosse High School, Evansville, Ind.; Mrs. Glen K. Maresca, Board of Education, Stratford, Conn.; Mary Margrable, Brunswick Junior High School, Brunswick, Md.; Pauline N. MarLett, R. R. Rogers School, Jamestown, N. Y.; Grace Marshall, Public Schools, Vancouver, Wash.; Ellenora Martenson, Shoreline Public Schools, Seattle, Wash.; Earl Martin, Britton Elementary School, Britton, Okla,; Eleanor S. Martin, Old Greenwich School, Greenwich, Conn.; Lillie Belle Martin, William B. Travis School, Dallas, Texas; Ruby Martin, Nicholson School, Richmond, Ind.; Sarah A. Martin, Public Schools, Vancouver, Wash.; Doris Jane Marx, Bryan Hill School, St. Louis, Mo.; Dorothy Mayes, Lee School, Oklahoma City, Okla.; W. Morrison McCall, Division of Instruction, State Department of Education, Montgomery, Ala.; Cordelia McCants, Alexander Wilson School, Philadelphia, Pa.; Helen G. McCauley, Ashland School, West Manayunk, Pa.; Helen McClennan, East Hartford High School, East Hartford, Conn.; Margaret I. McClellan, Edward S. Bragg School, Fond du Lac, Wis.; Sarah McCloney, Escondido Union Schools, Escondido, Calif.; Isobel McCobb, Stratford High School, Stratford, Conn.; Ethel McCormick, Public Schools, Altoona, Pa.; Fred McCune, Colorado State College of Education, Greeley, Colo.; Mary A. McCune, Havemeyer School, Greenwich, Conn.; Ethel Mae McDowell, Randall Junior High School, Washington, D. C.; Catherine McFarland, Franklin School, Schenectady, N. Y.; John McGill, Laboratory School, State Teachers College, Potsdam, N. Y.; Theresa McGinn, Halsey School, Schenectady, N. Y.; Jessie McKinzie, Gorrie School, Tampa, Fla.; Frances McLees, Irving School, Oklahoma City, Okla.; Sallie S. McLemore, Demonstration School, Mississippi Southern College, Hattiesburg, Miss.; A. R. Mead, University of Florida, Gainesville, Fla.; C. Stewart Mead, State Teachers College, Fredonia, N. Y.; Angela Mensing, University School, Indiana University, Bloomington, Ind.; Margaret Mercille, University School, Indiana University, Bloomington, Ind.; Katherine V. Merillat, Roger Ludlow High School, Fairfield, Conn.; Helen N. Merritt, Darien High School, Darien, Conn.; Florence Meyer, Colorado State College of Education, Greeely, Colo.; Dorothea Meyn, George B. Longan School, Kansas City, Mo.; Esther Mickelson, Garfield School, Santa Barbara, Calif.; Margaret Middleton, Horne Street School, Oceanside, Calif.; Flora B. Miller, Roosevelt School, Dodge City, Kans.; Sarah L. Miller, Central Junior High School, Cleveland, Ohio; Arvid F. Mitchell, S. G. Love School, Jamestown, N. Y.; Edward Mitchell, Teachers College, Columbia University, New York, N. Y.; Enola M. Mitchell, Wheatley School, Dallas, Texas; Mina Lee Mitchell, T. C. Hassell School, Dallas, Texas; John T. Mladjen, Public Schools, Philadelphia, Pa.; Jeanette Molloy, University of Kentucky, Lexington, Ky.; Mrs. V. Monger, Nicholson School, Richmond, Ind.; Doris Montgomery, Tuskegee Institute, Tuskegee, Ala.; Edwena Moore, Campus Elementary School, San Diego State Teachers College, San Diego, Calif.; Nelle Morris, The University School, Ohio State University, Columbus, Ohio; Florence Morrissey, College Elementary School, Fredonia, N. Y.; Cleopatra Slaughter Morse, Russell Plantation, Macon County, Tuskegee, Ala.; Alta Morton, Lake City School, Shoreline Schools, Seattle, Wash.; Lillian Muir, Rigler School, Portland, Oreg.; Fred J. Mulder, Denby High School, Detroit, Mich.; Nora A. Murphy, Nicholson School, Richmond, Ind.; Anita Murray, Gilpin School, Denver, Colo.

Ruth Nester, Clinton Elementary School, Clinton, N. C.; Hope W. Nevius, Lincoln School, Owosso, Mich.; Eveus Newland, Public Schools, Cheney, Wash.; Herman A. Newsom, Public Schools, Abilene, Texas; Frances Newton, Nott Terrace High School, Schenectady, N. Y.; Wilton Nighswonger, Des Moines Technical School, Des Moines, Iowa; Dorothy E. Norris, Public Schools, Cleveland, Ohio; Helen Nuttley, Lillian Rice School, Chula Vista, Calif.

Viola O'Bryant, Lexington High School, Lexington, Ala.; Miss O'Connor, Nott Terrace High School, Schenectady, N. Y.; Grace O'Dea, Lillian J. Rice School, Chula Vista, Calif.; Marie O'Hagan, Franklin School, Santa Barbara, Calif.; A. C. Olson, Tuscaloosa Junior High School, Tuscaloosa, Ala.; Irene Olson, Creston Hills School,

Oklahoma City, Okla.; Kathryn Opes, The University School, Ohio State University, Columbus, Ohio; Jeanne Orr, The University School, Ohio State University, Columbus, Ohio; Marcella O'Shaughnessy, Laguna Honda School, San Francisco, Calif.; Marcia Ott, George B. Longan School, Kansas City, Mo.; Helen Overs, High School, Jamestown, N. Y.

Kathleen Packer, Yates School, Schenectady, N. Y.; Tillie Papina, Laguna Honda School, San Francisco, Calif.; Gussie D. Parker, Clinton Elementary School, Clinton, N. C.; Verle Parrish, Stamping Ground, Ky.; Lillian M. Parrott, Public Schools, Baltimore, Md.; Deborah Cannon Partridge, Tuskegee Institute, Tuskegee, Ala.; Edith Patterson, George Gray School, Wilmington, Del.; Mary J. Patterson, Lynchtown School, Drip Rock, Ky.; Mary Paulsen, McKinley School Long Beach, Calif.; Patseylee Payne, Greenhow School, Tallahassee, Fla.; Frances Penturf, Wilson School, Santa Barbara, Calif.; Ruth C. Penty, Battle Creek Public Schools, Battle Creek, Mich.; Gladys T. Peterson, Randall Junior High School, Washington, D. C.; Mrs. David Phillips, Fair Park Elementary School, Abilene, Texas; Louisa Piergiovanni, Elias Brookings School, Springfield, Mass.; Willis P. Porter, Percy I. Bugbee School, State Teachers College, Oneonta, N. Y.; Helen Powell, Lincoln School, Santa Barbara, Calif.; Esther Price, The University School, Ohio State University, Columbus, Ohio; Marion Pritchard, Sunnyside School, San Francisco, Calif.

William R. Queen, Cuba Community High School, Cuba, Ill.

Grant Rahn, San Diego County Schools, San Diego, Calif.; Mozelle Rainbolt, Emory School, Palm City, Calif.; John A. Ramseyer, The University School, Ohio State University, Columbus, Ohio; Margaret Randles, Roosevelt School, Hutchinson, Kans.; Ruby Reaves, Creston Hills School, Oklahoma City, Okla.; Rebecca Reavis, John Henry Brown School, Dallas, Texas; Myrtle Reece, Gorrie School, Tampa, Fla.; Hale C. Reid, Public Schools, Cedar Rapids, Iowa; Katharyn Renfroe, Brock Park School, Oklahoma City, Okla.; Mildred Rickard, Hawthorne School, Oklahoma City, Okla.; Euleta Riley, Hawthorne School, Oklahoma City, Okla.; Pearl Rippert, Public Schools, Ellenville, N. Y.; Olive Roberts, Public Schools, Vancouver, Wash.; Ralph Roberts, Tuscaloosa Junior High School, Tuscaloosa, Ala.; Margit Rockstad, Lake City School, Shoreline Public Schools, Seattle, Wash.; Exia Rogers, Bellinger Hill School, Montgomery, Ala.; Marguerite Ropson, Ann J. Kellogg School, Battle Creek, Mich.; Bernard Rosenfeld, Battin High School, Elizabeth, N. J.; Joseph Rosenfeld, Clifton High School, Clifton, N. J.; Ellen Hastings Rowley, East Hartford High School, East Hartford, Conn.; Bertha Rubel, Washington School, Carteret, N. J.; Elsie Rubenkoenig, Fannin School, Dallas, Texas; Ruth Runke, The University School, Indiana University, Bloomington, Ind.; Esther Rupright, Lincoln School, Battle Creek, Mich.; Mary M. Ryan, Franklin School, San Francisco, Calif.

Galen Saylor, University of Nebraska, Lincoln, Nebr.; Rosemary Schaefer, Plainview Public School, Minn.; Helen Schairer, Pleasant Valley School, Schenectady, N. Y.; Leo G. Scharton, Keating Junior High School, Pueblo, Colo.; Roy O. Schilling, Washington School, River Forest, Ill.; Augusta J. Schmidt, Carpenter School, Evansville, Ind.; Joyce Schmock, College Elementary School, San Diego State College, San Diego, Calif.; Bernhard W. Schneider, Public Schools, Bloomingdale, N. J.; Helen Schneider, Woodmere High School, Woodmere, Long Island, N. Y.; Eugenia Schumpert, Richard Lagow School, Dallas, Texas; Lua Thurmond Scott, Jefferson School, Santa Barbara, Calif.; Elizabeth Sessel, Alamo School, Dallas, Texas; Olive Shaney, Robert Fulton School, Cleveland, Ohio; Leo Shapiro, Department of Education, Anti-Defamation League, Chicago, Ill.; Irene Shea, Rigler School, Portland, Oreg.; Persis Shearer, Stephen F. Austin School, Dallas, Texas; Alice Shelton, Keating Junior High School, Pueblo, Colo.; Edith Shepherd, Laboratory School, University of Chicago, Chicago, Ill.; Rita Shields, Sunnyside School, San Francisco, Calif.; John Shimmick, Junior High School, Oakland, Calif.; Howard Shinn, Jr., YMCA, New York, N. Y.; Edna M. Skelly, Robert Fulton School, Cleveland, Ohio; Eleanor Smith, Garfield School, Alhambra, Calif.; Irving W. Smith, Public Schools, Richmond, Calif.; Laurita Smith, Stephen F. Austin Schools, Dallas, Texas; Marget Smith, Roosevelt School, Chula Vista, Calif.; Mary Smith, Gorrie Elementary School, Tampa, Fla.; Ophelia Smith, Robert Fulton School,

Cleveland, Ohio; Rita Smith, Ella B. Allen School, Chula Vista, Calif.; Mary Ruth Sneed, Cumberland School, Dallas, Texas; Jessie Snell, Lemon Grove School, Lemon Grove, Calif.; Georgia Souris, Crockett School, Dallas, Texas; Robert K. Speer, New York University, New York, N. Y.; Margaret Spitzer, Public School No. 22, Yonkers, N. Y.; Beth Stanford, Washington School, Fond du Lac, Wis.; Nora Stevens, Lamar School, Hattiesburg, Miss.; Leonard Stidley, Oberlin College, Oberlin, Ohio; Mable Stockert, Nicholson School, Richmond, Ind.; C. W. Stone, State College of Washington, Pullman, Wash.; J. E. Stonecipher, Des Moines Public Schools, Des Moines, Iowa; Bessie O. Storck, State Teachers College, Oneonta, N. Y.; Ferryl Storrs, Vancouver Public Schools, Vancouver, Wash.; Julia B. Sullivan, Crosby High School, Waterbury, Conn.; Winifred Sumrill, Lincoln School, Battle Creek, Mich.; Rosemary Suranovic, Lincoln Elementary School, East Chicago, Ind.; Cecile Swales, The University School, Ohio State University, Columbus, Ohio; Jewel Burnett Sweatt, B. F. Darrell School, Dallas, Texas.

Margaret Tadlock, Vista Square School, Chula Vista, Calif.; E. Tague, Nicholson School, Richmond, Ind.; Agnes Tanner, Washington Street School, Frederick, Md.; Helen Taylor, Clara Barton School, Glen Echo, Md.; Alta Thomas, Wilson School, Oklahoma City, Okla.; Cordelia Woods Thomas, Julia C. Frazier School, Dallas, Texas; Frances Thomas, Nichols Hills School, Oklahoma City, Okla.; Wesley Thompson, Denby High School, Detroit, Mich.; Lucille Tiede, Vista Square School, Chula Vista, Calif.; Kathryn Tipton, Vista Square School, Chula Vista, Calif.; Juanita S. Tolson, Randall Junior High School, Washington, D. C.; E. Trefz, Nicholson School, Richmond, Ind.; Irene Trethewey, Rancho Santa Fe School, Rancho Santa Fe, Calif.; Beatrice Trubin, Public School 127, New York, N. Y.; Mabel Willes Tucker, Lake City School, Shoreline Public Schools, Seattle, Wash.; Marjorie S. Tuft, Sunnyside School, San Francisco, Calif.; Cammie Tunnell, Stephen F. Austin School, Dallas, Texas; C. Adam Turner, Western Illinois State College, Macomb, Ill.; Mary G. Turner, Randall Junior High School, Washington, D. C.; Nancy M. Tuthill, Lemon Grove School, Lemon Grove, Calif.; Dorothy Tymon, Public School 51, New York, N. Y.

Margaret T. U'Ren, Washington School, River Forest, Ill.

Ann Van Horne, Roosevelt School, Santa Barbara, Calif.; Frank Van Schaick, Wilson School, Santa Barbara, Calif.; Marie Van Tassell, Nevada Street Kindergarten, Oceanside, Calif.; Sarita Veatch, High School, Pullman, Wash.; Blanche Verbeck, The University School, Ohio State University, Columbus, Ohio; Ida Vizillini, Harding School, Chula Vista, Calif.; Georgiana Von Tornow, Queens University, Kingston, Ontario, Canada.

Clara Maye Wade, Thomas A. Edison School, Oklahoma City, Okla.; Margaret Waespe, Weaver School, Springfield, Mo.; Jean Waldorf, Nicholson School, Richmond, Ind.; Reef Waldrep, Public Schools, Oak Ridge, Tenn.; Florence Walker, Vista Square School, Chula Vista, Calif.; Isabel Wallace, Emory School, South Bay District, Palm City, Calif.; Maude A. Waller, William B. Travis School, Dallas, Texas; K. D. Wann, The Leighton Schools, Leighton, Ala.; Ruth E. Wasley, New York State College for Teachers, Albany, N. Y.; Bess Waters, Stephen F. Austin School, Dallas, Texas; Grace Wattenbarger, Eugene Field School, Oklahoma City, Okla.; Robert A. Weber, Keokuk High School, Keokuk, Iowa; Wanda Webster, James Madison School, Oklahoma City, Okla.; Hazel Welch, Cleveland School, Manitowoc, Wis.; Ira Welker, Emory School, South Bay District, Palm City, Calif.; Ethel Wessel, Nicholson School, Richmond, Ind.; Irwin Wexner, Junior High School 49, Brooklyn, N. Y.; Evelyn Whalen, Lemon Grove School, Lemon Grove, Calif.; Louise Wheeler, O. M. Roberts School, Dallas, Texas; Ruby Wheeler, Stratford High School, Stratford, Conn.; Frances Whitehead, Home Street Elementary School, Oceanside, Calif.; Marion E. Wiles, Public Schools, Great Neck, N. Y.; Gladys Willcutt, The Laboratory School, University of Chicago, Chicago, Ill.; Anwylyd Williams, Broadview School, Shoreline Public Schools, Seattle, Wash.; Bessie Williams, Rayville Colored High, Rayville, La.; Joyce Williams, The University School, University of Indiana, Bloomington, Ind.; Lurley Willoughby, Drip Rock School, Estelle County, Ky.; Ira C. Wilson, Signal Hill School, Long Beach, Calif.; Lorraine Wilson, Robert Fulton School, Cleveland, Ohio; Nancy Wilson, St. Clair

County High School, Odenville, Ala.; Arthur Wirth, The University School, Ohio State University, Columbus, Ohio; Ima Wolf, William B. Travis School, Dallas, Texas; Ray O. Wolf, Public Schools, Portland, Oreg.; Auril Wood, E. Morris Cox School, Oakland, Calif.; Gertrude Woodard, Fremont School, Battle Creek, Mich.; R. C. Woodard, Public Schools, Hutchinson, Kans.; Lottie Woodham, Pike County Schools, Troy, Ala.; Louise Woodruff, Franklin School, Schenectady, N. Y.; A. Drusilla Worthington, Elm Street Junior High, Frederick, Md.; Elizabeth Wright, Ella B. Allen School, Chula Vista, Calif.

Mildred Yates, Stamping Ground, Ky.; Bernice Young, Central Grade School, Dodge City, Kans.; Ethel Young, Pleasant Valley School, Schenectady, N. Y.

Helene Zahnen, Colorado Street College of Education, Greeley, Colo.; Rosalind Zapf, Denby High School, Detroit, Mich.; Sadie K. Zion, James R. Ludlow School, Philadelphia, Pa.; Marian Zollinger, Public Schools, Portland, Oreg.

ASCD BOARD OF DIRECTORS

EXECUTIVE COMMITTEE, 1948-1949

President, WALTER A. ANDERSON, Prof. of Ed., New York Univ., N. Y.

First Vice-President, BESS GOODYKOONTZ, Dir., Div. of Elem. Ed., U. S. Office of Ed., Wash., D. C.

Second Vice-President, RUTH CUNNINGHAM, Assoc. Prof. of Ed., Tchrs. Coll., Col. Univ., N. Y.

Field Secretary, JENNIE WAHLERT, Prin., Jackson Sch., St. Louis, Mo.

MARY A. HADDOW, Dir., Elem. Curr., Youngstown, Ohio; PRUDENCE BOSTWICK, Supv., Denver, Colo.; GLADYS POTTER, Deputy Supt., Long Beach, Calif.

MEMBERS ELECTED AT LARGE

MAURICE AHRENS, Dir. of Dept. of Inst., Denver, Colo. (1952); VERNON ANDERSON, Assoc. Prof. of Ed., Storrs, Conn. (1949); WILLIAM S. BURTON, Prof. of Ed., Harvard U., Cambridge, Mass. (1952); MABLE CASSELL, Curric. Dir., Houston, Tex. (1950); C. L. CUSHMAN, Assoc. Supt., Philadelphia, Pa. (1950); FRANCIS DRAG, Curric. Dir., San Diego Co. Schs., Calif. (1952); PAUL MISNER, Supt of Schs., Glencoe, Ill. (1949); HENRY J. OTTO, Prof. of Ed., U. of Texas, Austin, Tex. (1952); DON PATTERSON, Elem. Div., U. S. Office of Ed., Washington, D. C. (1950); VIRGIL ROGERS, Supt. of Schs., Battle Creek, Mich. (1951); ETHEL S. WARD, Dir. of Supv., Alameda Co., Calif. (1949); GILBERT S. WILLEY, Supt. of Schs., Lincoln, Neb. (1949); PAUL WITTY, Prof. of Ed., Northwestern U., Evanston, Ill. (1949); KATE WOFFORD, Prof. of Elem. Ed., U. of Fla., Gainesville, Fla. (1952); DALE ZELLER, Prof. of Ed., St. Tchrs. Coll., Emporia, Kans. (1950).

STATE REPRESENTATIVES TO THE BOARD

Alabama—FAY KIRTLAND, Instrnl. Supv., Monroe Co. Schs., Monroeville. *California*—ROXIE ALEXANDER, Dir. Tchr. Trng., U. of Calif., Berkeley; WILLIAM COWAN, Dir. Tchr. Trng., San Francisco St. Coll.; LEONARD GRINDSTAFF, Dir. of Curric., Alameda; DAVID H. RUSSELL, Prof. of Ed., U. of Calif., Berkeley; GRETCHEN WULFING, Dir. of Elem. Ed., Oakland. *Colorado*—MARIE MEHL, Instr., U. of Colo., Boulder. *Florida*—GERTRUDE SHAFFNER, Asst. Dir. of Instr., Bd. of Pub. Instr., Miami; CLARA CAPRON, Genl. Supv. of Instr., West Palm Beach. *Georgia*—SUE SNIPES, Supv., Bulloch Co. Schs., Dept. of Ed., Statesboro. *Illinois*—CHRIS A.

DEYOUNG, Ill. St. Normal U., Normal; B. L. SMITH, Supt. of Elm. Schs., Oak Park; CHARLOTTE MEYER, Elem. Supv., Decatur. *Indiana*—HANNAH LINDAHL., Supv. Elem. *Ed.,* Mishawaka. *Iowa*—ETTA L. COSNER, Elem. Reading Supv., Davenport. *Kentucky*—MARY I. COLE, Assoc. Prof. Ed., Western Ky. Tchrs. Coll., Bowling Green; NOAMI C. WILHOIT MAYHUGH, Dir. of Curric., Ft. Thomas Schs., Ft. Mitchell. *Louisiana*—MAGGIE HAWS, Supv. of Schs., Bastrop. *Maryland*—HARRY BARD, Curric. Specialist., St. Dept. of Ed., Baltimore. *Michigan*—CATHARINE CONOBOY, Elem. Supv., Flint; MARY S. JAMESON, Supv. Tchr., Detroit. *Minnesota*—MAE IVEY, Elem. Supv., Albert Lea. *Missouri*—L. G. TOWNSEND, Dean, Coll. of Ed., U. of Mo., Columbia. *New Jersey*—MELDA W. CHAMBRE, Helping Tchr., Flemington; JEROME SALSBURY, Dir. of Curr. and Inst., Bloomfield. *New York*—LUCILE ALLARD, Elem. Supv., Garden City; ELIZABETH CAREY, St. Dept. of Ed., Albany; WILLIAM T. MELCHIOR, Prof. of Ednl. Supvn., Syracuse U. *Ohio*—MARY A. HADDOW, Dir. of Elem. Curr., Youngstown; VERNA WALTERS, St. Dept. of Ed., Columbus. *Oklahoma*—JOHN B. STOUT, Northwestern St. Coll., Alva. *Pennsylvania*—H. G. MASTERS, Dir. Elem. Ed., Pittsburgh; ETHEL MCCORMICK, Supv., Altoona. *Tennessee*—LOUISE OAKLEY, Supv'ing Tchr., Union City; ELSIE HAYES, Supv'ing Tchr., Montgomery Co., Clarksville. *Texas*—T. Q. SRYGLEY, Dir. of Instr., Austin; R. M. HAWKINS, Pres., Sul Ross St. Tchrs. Coll., Alpine. *Virginia* —NELLE WRIGHT, Dir. of Instr., Waynesboro; D. C. BEERY, Norfolk Schs. *Wisconsin*—JOSEPHINE HINTGEN, Dir. of Guidance and Curric., LaCrosse. *Northwest Regian (Washington, Oregon, Montana, Idaho)*—A. O. GULLIDGE, St. Dept. of Pub. Instr., Helena, Mont.; RITA HANSON, Elem. Supv., St. Dept. of Pub. Instr., Boise, Idaho; DORIS SCHEFFSKY, Elem. Supv., Longview, Wash. *New England Region*—(*Connecticut, Maine, New Hampshire, Rhode Island, Vermont, Massachusetts*) representatives to be elected.

EXECUTIVE SECRETARY

GERTRUDE HANKAMP, 1201 Sixteenth St., N. W., Wash. 6, D. C.



INDEX

Arithmetic
  See Number skills
  self-direction, 106-107
  student evaluation, 237
Art
  gardening, 127
  group goals, 56-58
  illustrations, 131
  operetta, 77-78
  radio show, 76-77
  self-evaluation, 123, 250-52
  student evaluation, 94, 233-34
  wall hanging, 127-29
Assembly program
  chemistry class, 107-108
  creative expression, 142
  Spanish class, 143
  total-school activity, 78-79
Audio-visual aids
  films, 73-75, 168-70, 227
  radio, 20, 169-70, 171-72, 202
  recordings, 248-50
  slides, 230-31
Beginning school
  big brothers and sisters, 16
  helping child adjust, 14
Behavior problems
  group analysis, 98-100
Chemistry
  self-direction, 107-108
Citizenship
  group action, 198-200
  school club, 96-98
City planning
  total school concern, 206-207
Clubs
  citizenship, 96-98
  clean your plate, 201-202
  poultry, 211-12
  safety, 115
  young American, 199-200
Community understanding, 198-200
Conservation
  food, 201-202
  land and water, 204-205
  soil, 212-13, 230-31
Cooperative learning, 5-6
  accepting responsibility, 68-70
  beyond the classroom, 76-81
  defined, 50-51
  dividing responsibility, 66-70
  gathering materials, 70-75
  goal-setting, 54-58
  group evaluation, 81-85
  group responsibility, 64-70
  individual contributions, 66-67
  opportunity for, 58-61
  rapport, 51-54
  sharing responsibility, 67-68
Core curriculum
  creativity, 139-42
  self-direction, 104-105
  social action, 190-92
  student evaluation, 41-43
Crafts, 149-51
Creative activities
  assembly program, 142-43
  crafts, 149-51
  creative writing, 143-49
  dramatics, 135-36, 139-42
  music, 142-43, 146-47
  puppet play, 136-39
  social problems, 143
  sources of materials, 123-34
    art, 131
    carnival, 131-34
    choral reading, 134
    gardens, 126-27
    hobbies, 129-30
    field trips, 130-31
    wall hanging, 127-29
    white mice, 124-26
Creative writing, 143-49
  class play, 139-42
  gardening, 126-27
  group project, 135-36
  myth, 122-23
  puppet play, 136-39
  stories, poems, 143-49
  teaching values, 177-78
Creativity, 8-9
  conducive atmosphere, 151-53
  defined, 121-23
  misconceptions, 120-21
Critical thinking, 165-68
Current materials
  cooperatively financed, 72-73
  evaluation, 235-36

films, 73-75
Freedom Train, 63-64
study of a state, 68-70
Democracy
democratic values, 1-2
social action, 187-88
Discipline
See Self-discipline
Dramatic play
cooperative evaluation, 229-30
Dramatics
class play, 139-42
play production, 135-36
puppet play, 136-39
Elementary Grades
See also Intermediate grades. Primary grades
crafts, 149-51
creative activities, 129-30
creative writing, 143-49
handicapped children, 25-26
library, 197-98
school council, 198-99
vocational education, 35-36
English
teaching values, 166, 169-70
library, 71-72
pupil-teacher conference, 248
pupil-teacher planning, 61-62
pupils set goals, 55-56
student evaluation, 245-47
Environment
effect upon school program, 2
Environment, community
beautifying, 200-201
improving, 190-92, 195-200, 202-205, 209-13
Environment, school
beautifying, 29-30, 193-95
improving, 209-13
Evaluation, cooperative
appraising facts, 227-35
appraising plans and procedures, 235-44
arithmetic, 237
art, 233-34, 250-52
dramatic play, 229-30
English, 245-48
field trips, 236-37
films, 227
furniture construction, 232
group projects, 81-82
helping pupils to evaluate, 11-12
judging results, 232-35
letter writing, 229, 250
penmanship, 232
planning, 229-32
pupil-teacher conferences, 247-48
reading, 231-32
recordings, 248-50
records and work samples, 244-55
school newspaper, 234-35
social studies, 238-44
three aspects, 226-27
units of study, 237-44
weighing evidence of growth, 244-55
Field trips
creative activities, 130-31
teaching values, 170-71
evaluating learning, 236-37
Films, 168-70, 227
Foreign language
French, 223-24
Spanish, 143
Geography, 227-28
Goal-setting
English, 55-56
guiding pupils, 54-58
Group analysis
role-playing (socio-drama), 98-100
Group evaluation
cooperative learning, 81-85
number skills, 82-85
Group goals
art, 56-58
related to individual needs, 56-58
Group planning
high school party, 64-65
teacher's role, 64-65
Grouping
group composition, 38-41
importance of good leadership, 40-41
need for small units, 38-40
remedial program, 18-19
Handicapped children
developing social skills, 25-26
Health
effect on security, 36
malaria survey, 203-204
High school
see also Junior high school
art, 94, 123, 131, 250-52
assembly program, 143
building a library, 71-72
chemistry, 107-108
core curriculum, 41-43, 104-105, 139-42, 190-92
creative activities, 131-34
creative writing, 139-42
dramatics, 139-42
English, 55-56, 61-62, 166, 169-70, 245-48
field trip, 236-37
free reading, 102-103
history, 68-70, 166-67
homeroom programs, 22-23

newspaper, 234-35
physics, 58-61
planning freshman party, 64-65
problems of democracy, 103-104
pupils evaluate teacher leadership, 88-91
remedial reading, 18-19
role-playing (socio-drama), 99-100
science, 130-31
social studies, 171-72, 205-206
vocational agriculture, 207, 212-13
vocational education, 19-20, 28
working with young children, 79-81
History
learning values, 166-67
using current materials, 68-70, 72-73
Home economics, 79-81
Homeroom
cooperation with school council, 78-79
evaluating group projects, 81-82
increasing social skills, 22-23
radio show, 76-77
skits, 22-23
Honesty, 157, 158, 158-59, 163, 179-80
Hot lunch program, 210-11
Housing
community survey, 202-203
Individual needs
adapting to group goals, 56-58
how children learn and grow, 2-3
security, 4-5
self-analysis, 94-96
Intergroup understanding
brotherhood of man, 134
race relations, 46-49, 173
religious understanding, 171
young American club, 199-200
Intermediate grades
see also Elementary grades
creative projects, 121-23
creative writing, 135-39
current materials, 235-36
dramatics, 135-39
geography, 227-28
harbor project, 108-110
music, 138-39
physical education, 20-22
pupils evaluate teacher leadership, 88-90
pupils make decisions, 102
recordings, 248-50
role-playing (socio-drama), 98-99
school newspaper, 234-35
science, 67-68
self-disciplined work and play, 116-18
social studies, 238-44
International understanding
France today, 223-24
good neighbor policy, 223
intercultural education, 162-63
United Nations, 222
world food shortage, 225
Junior high school
see also High school
arithmetic, 106-107, 237
assembly program, 142
group analysis, 96-98
letter writing, 229, 250
music, 142-43
radio show, 76-77
self-analysis, 94-95
using current materials, 63-64
Kindergarten
pre-kindergarten parties, 14-15
visiting first grade, 15-16
Language arts
radio show, 76-77
Language difficulty, 17-18
Leadership
in student groups, 40-41
pupil evaluation of teacher leadership, 88-91
Learning tools
gathering and distributing, 70-75
Letter writing
cooperative evaluation, 229, 250
Library
establishing, 197-98
high school English, 71-72
Lighting, 197
Literature
defining social problems, 47-49
teaching values, 165-68
Music
for poems, 146-47
operetta, 77-78
puppet play, 138-39
recordings, 142-43
to inspire art, 233-34
Newspaper
student evaluation, 234-35
school publishes community paper, 207
Number skills, 82-85
see Arithmetic
Nutrition and health, 79-81
Operetta
total school activity, 77-78
Oral symbols
teaching values, 162-63
Parent-Teacher Association
community improvement, 182-83
Parent-teacher relations, 189-90
Parent participation
operetta, 78
Penmanship, 232
Personality development

teacher's influence, 30-31
vocational success, 28
Physical education
increasing social skills, 20-22
Physics, 58-61
Planning
cooperative evaluation, 229-32
Playground
social behavior, 115-16
Pre-kindergarten parties, 14-15
Pre-school
creative activities, 124-26
furniture construction, 232
rapport, 51-54
self-direction, 91-92
Primary grades
see also Elementary grades
art, 56-58, 127-29, 233-34
beautifying classroom, 29-30
building community center, 66-67
creative activities, 124-27
dramatic play, 229-30
group goals, 56-58
field trips, 170-71
films, 227
host to pre-school children, 15-16
music, 146-47, 233-34
number skills, 82-85
nutrition and health, 79-81
penmanship, 232
pupils make decisions, 100-101
rapport, 37
reading, 231-32
remedial reading, 19
report cards, 110-111
safety education, 195-96
self-analysis, 95-96
self-direction, 92-93
slow readers, 93
Problems of democracy
self-directed activity, 103-104
Pupil evaluation
of teacher leadership, 88-91
Pupil-teacher conferences, 55-56, 247-48
Pupil-teacher planning
English, 61-62
Pupil-teacher relations, 36-38
Race relations
See Intergroup understanding
Radio, 20, 76-77, 169-70, 171-72, 202
Rapport
how to establish, 51-54
in classroom, 36-38
pre-school, 52-54
Reading
evaluation, 231-32
free reading program, 102-103
relation to security, 18-19
remedial classes, 18-19
self-direction, 93, 102-103
Recordings, 248-50
Records and work samples, 244-55
high school, 245-48, 250-52
intermediate grades, 248-50
junior high school, 250
primary grades, 244-45
Recreation
game library, 209
youth program, 207
Remedial classes
for emotionally disturbed children, 34-36
language, 17-18
reading, 18-19
Report cards, 110-111
Role-playing (socio-drama)
group analysis, 98-100
teaching values, 178-79
Rote learning
teaching values, 171
Safety education, 195-96
pupil directed, 115
School council
building needs surveyed, 209
citizenship activities, 198-200
managing student affairs, 44-45, 174-76
safety program, 165
total-school planning, 78-79
Science
experiment with rats, 67-68
field trips, 130-31
Security
accepting responsibility, 43-44
basic to good learning, 13-14
classes for emotional readjustment, 34-36
developing tool skills, 16
effect of improved reading, 18-19
effect of poor health, 36
fitting learning to needs, 34-36
fostered by the school, 4-5
importance of school environment, 29-30
need for experimentation, 13
praise and criticism, 41-43
preparation for social change, 45-49
proper use of freedom, 44-45
school's role in building, 13
technics for problem-solving, 45-49
understanding child's history, 31-34
Self-analysis
art, 94
class behavior, 95-96
scholarship, 94-95
Self-direction, 6-7
arithmetic, 106-107

chemistry, 107-108
constantly increasing, 87-91
factor in self-discipline, 111-18
for slow readers, 93
goal of better teaching, 86-87
group analysis, 96-100
in typical class activities, 91-93
individual analysis, 94-96
pupils make decisions, 100-111
teacher leadership, 88-93
testing courses of action, 106-111
using class activities, 91-93
Self-discipline
an aspect of self-direction, 111-18
assuming responsibility, 111-12
considering others, 116-18
living up to group standards, 112-14
lunch hour, 117-18
on the playground, 115-16
thru pupil organizations, 114-15
work periods, 117
Slides
cooperative evaluation, 230-31
Social action
community backing, 189-90
defined, 187
dependent on values, 188
flexible program, 190-92
group action, 188-89, 213-22
learning skills, 193
school's role, 10-11
student interest, 192
teacher conviction, 189
Social skills
better grooming, 26-28
building on special interests, 23-25
growth thru physical activities, 20-22
handicapped children, 25-26
homeroom programs, 22-23
Social studies
communications study, 238-44
community service, 171-72
films, 73-75
survey of city government, 206
survey of state government, 205
use of radio, 20
Socio-drama
See Role playing
Sociograms, 38
Sociometric test, 39
Teacher leadership
pupil evaluation, 88-91
pupil self-direction, 88-93
Teacher-pupil planning
See Pupil-teacher planning
Tool skills
language difficulty, 17-18
reading, 18-19
remedial class, 17-18, 18-19
significance in building security, 16
Total-school activities
assembly program, 78-79
city planning, 206-207
operetta, 77-78
Ungraded room
"opportunity" class, 26-28
Values
democratic, 1-2
education for, 9-10
honesty, 157, 158, 158-59, 159, 163, 179-80
interest growth, 163-65
misconceptions, 157-60
responsibility, 163
school's function, 154-55
self-reliance, 166-68
Values, how to teach, 160-61
by example
teacher, 168
movies, 169-70
radio, 169-70
creative writing, 177-78
discussion, 172-77
everyday living, 184-86
field trips, 170-71
literature, 165-68
multiple approaches, 183-84
oral symbols, 162-63
participation, 179-83
helping others, 181-83
respect for property, 179-80
sharing, 181
role playing, 178-79
rote learning, 171
value symbols, 163-65
verbal symbols, 163
Value symbols
teaching values, 163-65
Verbal symbols
teaching values, 163
Vocational agriculture
farm machinery repaired, 207
soil conservation, 212-13
Vocational education
employment prospects, 35-36
personality development, 28
students' interest, 19-20