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A Study in the Development of Cooperative Living in an Elementary School

Virginia Richardson Case

College of William & Mary - School of Education

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A STUDY IN THE DEVELOPMENT OF COOPERATIVE LIVING
IN AN ELEMENTARY SCHOOL

BY

VIRGINIA R. CASE
SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS
OF
THE COLLEGE OF WILLIAM AND MARY
FOR THE DEGREE OF
MASTER OF ARTS
1943
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For their continued help in the evolution of this study, the writer feels a deep sense of gratitude to members of the committee: to Professor G. Glenwood Clark for assisting in a clear presentation of the story, to Dr. Kremer J. Hoke for directing the writer's program of advanced study, and to Dr. Inga Olla Helseth for her unceasing interest not only in the professional work but also in the personal life of the writer. Dr. Helseth's principles of living and working with other people underlie this study.
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CHAPTER I

INTRODUCTION

Historical Background of Problem

The time in which we live is one of great transition. "We are now moving from the First Industrial Revolution, which some students call the Machine Age, into the Second Industrial Revolution, which current publicists are calling the Power Age."\(^1\) The first period had its roots in the eighteenth century and ran in full power through the nineteenth; in the twentieth century, the second age has evolved slowly from the first one. Rugg refers to the Machine Age as a "First Day" because in many different ways it was the first of its kind.

Among the many things in which it has been first is that it gave to civilization "the first experimentation with the concept of education for all the children of all the people".\(^2\)

There is being shown concern about the adequacy and quality of education available to American youth, "but above all about the social purposes and implications of education and the methods of teaching employed in the schools".\(^3\)

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\(^2\) Ibid., p. 216

In the time of Thomas Jefferson, Horace Mann, and others, Americans were recognizing the value of the school as an agency to promote social enlightenment and progress. The study of children's education has been concerned, however, with content material instead of children's processes. The serious economic-social problems which have recently confronted the people have caused a demand that education become effective in its development of the individual for group life. "The schools must assume a much greater responsibility for civic and vocational education in an industrial society growing ever more complicated." 4

To meet this demand, there have gradually evolved in the educational system several outstanding characteristics. When necessary in his work, freedom is given to the pupil to move about the classroom, to talk, to form natural groups, and to have a voice in planning his class work and general school life. "Behind this emphasis on pupil freedom lies the theory that liberty generates self-discipline and stimulates a sense of responsibility." 5

Activity is another important element in that pupils learn by using and applying facts instead of storing them. Ex-

4Ibid., p. 9.

perience in activities which train children to meet vital needs is the basis of the curriculum. Opportunities to engage in typical life situations are offered boys and girls. John Dewey said, "Knowledge that is worthy of being called knowledge, training of the intellect that is sure to amount to anything is obtained only by participating in activities of social life." 

Creative expression - allowing the child to express himself through many media - enriches and rounds out education much more fully than formerly.

Individual recognition gives each child a unique place and opportunity to grow in his own way at his own rate. Mass instruction presents a vast difference to individual instruction.

As new concepts of teaching and learning increase, a challenge presents itself to teachers for appraising their methods of instruction. In-service education is most necessary for all participating in a common task of reorientation for a program reconstructing concepts, attitudes, and educational values. Much time is needed for the transition, but "there is no excuse for delayed concern on the part of teachers for clear conceptions of underlying values, for clarifying statements of the practical implications of a changing social and educational outlook". 

\[6\text{Ibid.}, p. 63.\]

Under the new conception of education, the teacher assumes the role of guide in relationship to his group.

"He is responsible for the developing experiences which constitute the dynamic, emerging curriculum in all its developmental implications. Guidance thus conceived not only involves the release and channeling of individual drives and potentialities; it also involves the discovery and development of common concerns and purposes in the group."

In order to assume his place as guide, a teacher needs to concern himself first with gaining an understanding of the backgrounds and personalities of his group. He must establish the rapport necessary for him to sense needs and discover leads. Then he needs to stir interest, to restore harmony when unsocial individual behavior obstructs progress, to curb and redirect aggressive personalities, to place responsibility where it should be, and to utilize ongoing experiences.

Parents are expected to cooperate in the school and its work. They are urged to visit the school and inform themselves of its program and purposes. Parents and teachers form themselves into groups to discuss common problems and confer regularly on the welfare and progress of the child.

A modified curriculum requires a change in physical set-up. The library becomes an important part of the school. The use of equipment must be flexible. The services of specialists and experts are valuable. A schedule easily adjus-
able is the only practical one for the changed situation.
"Only when all the resources and materials are coordinated in terms of an evolving plan and purpose, is true integration achieved." ⁹

Thus it is that the teacher does not start with subject-matter organization, but he constantly reorganizes and recons­tructs to allow new and rich experiences to meet arising purposes. In this way, the guide is making a creative approach to curriculum-building and "launching the child in the life processes of learning by experience on expanding and advancing levels of insight and maturity". ¹⁰

"Democracy values above all else the worth and dignity of human personality.....
"The first responsibility of organized education in our time is, then, to enable children, youth, and adults to acquire this understanding of democracy and its problems." ¹¹

As in other phases of learning, the principles of democracy are not only to be taught but also to be practiced throughout the educational system.

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⁹Ibid., p. 157.
¹⁰Ibid., p. 166.
Setting of Study

The school in which this study was made is located in a rural community of Tidewater Virginia not far from one of the leading cities. Nearby are many large plants - tobacco, chemical, rayon - and recently a very large government project, a quartermaster depot, has been developed in the neighborhood.

A large national highway and railroad of great importance to this section of the country run through the community.

In addition to farming, all of these agencies are sources of livelihood to this community. There are many prosperous farmers in the locality.

The school building is a one-story, brick structure with six classrooms, auditorium, two rest rooms, an office, and a kitchen. The front entrance of the school opens into the rear of the auditorium. From this room, doors lead into two classrooms, the office, and the kitchen. On either side of the stage are two halls leading from the auditorium. Four classrooms and the two rest rooms are entered from these two halls. At the ends of these halls are doors through which one may go to the playground. In the walls between the classrooms and the auditorium are several large windows of designed, semi-transparent glass. They are about eight feet from the floor.

The janitor's work is supplemented by the aid of a maid who does all of the cleaning.

The faculty consists of six teachers including the principal who does part-time teaching in the seventh grade. In the
primary division, one grade is divided between two teachers, thus making two combination sections. The manner of division depends upon the numbers in the groups.

In the year and a half this study covers, nine different teachers have worked under contract in the school. The training ranged from that represented by a normal professional certificate in the case of three to a collegiate certificate held by three others and a collegiate professional certificate held by two. In one case, the teacher had had two years of training but had allowed her certificate to expire. She filled a vacancy for five months. The experience of these teachers ranged from two years to thirty approximately. Their interests varied — music, science, art, home economics, foreign languages, athletics, and designing.

Area of Problem

This study has grown from an attempt to unify in a selected school the efforts of a group of teachers and to build the children’s program of work around life situations and problems of the community. The decision to undertake the study came through a perception of the possibilities that lay hidden in a small rural elementary school for working with children in a program based on their needs and interests.
Statement of Problem

The problem of this study is to present the methods which the faculty and the children used with the assistance of the parents to change the school experiences from routine, the teaching of facts from a textbook in a way barren of children's interests, to cooperative, the living with children in a situation to face their needs.

Plan

The local supervisor worked closely with the teachers through individual and group conferences as well as in the actual classroom situations. Faculty meetings were used frequently for planning and evaluating the work. In the fall, each teacher planned a long-time program for her group and at the close of the year analyzed the accomplishments of her work.

A standard test, Progressive Achievement Tests, was given throughout the school in the fall and again in the spring. Results from these tests have been recorded and made into graphs to reveal the condition of the school along certain lines.

This study is based on records of daily incidents happening within the normal experiences of teachers and children living together while they consciously strove to make something of themselves. These incidents were recorded in a diary.

A guide for writing this report has been a survey checked by the teachers, by a local supervisor, and by a visiting
supervisor. This survey has been checked twice by those teachers in service when the study began and when it ended. It was built around points suggested by the teachers as ways in which they felt the school had improved during this period of study and should continue to develop in the future. Some of these suggestions were such as: "Teachers working as a unit", "Better auditorium programs", "More homelike rooms".

In addition to plans, analyses, and evaluations written by teachers, one group of children wrote their evaluations of the helpfulness of the program for the year with suggestions for future work.

All these materials were used as sources for the story presented in this study.
CHAPTER XI
EVIDENCES OF GROWTH REVEALED BY STUDY
OF EVENTS IN THE SCHOOL

Modification of the Physical Environment at
School by Teachers and Children

Care of the Plant

When this study began in January 1943, the care of the
building was left largely in the hands of the janitor assisted
by a maid. They concerned themselves largely with the sweeping
of the floors. Their work was supplemented by occasional spurs
of cleaning on the part of children and teachers. No one made
it his particular concern to clean out nooks and corners or to
make the building a livable place.

As a result, dirt, dust, and rubbish had accumulated.
Draped with cobwebs and dust old signs no longer in date were
swinging from their places. In the rear halls stood large gal-
vanized garbage cans. The walls of the rest rooms were marked
with scribblings and the rooms were cluttered with rubbish.
Brooms, mops, buckets, and other cleaning materials were scat-
tered here and there with no particular storage place. The
walls throughout the building were dirty, adorned only with a
few dust-laden pictures and children's materials. The unfinish-
ed floors were marked with spots where food had been dropped
from children's lunches. The office was largely used as a
storage place.
"I know you think this is the dirtiest place you have ever seen," was one teacher's remark to a newcomer in the faculty. This seemed to voice the general feeling of the teachers.

Another member of the faculty remarked, "There is no need trying to fix up anything in this dust. It just gets ruined."

Children would wipe their hands across the desk, "Ugh! goodness, this dust! I think some one should clean this old building."

With this general attitude, it was evident that something must be done about the situation; consequently, the principal called a faculty meeting to make plans for giving the building a thorough cleaning. Finding the teachers sympathetic to the idea and eager to work, she next went to the superintendent to get financial help in paying workers to wash windows, clean woodwork, and scrub floors. In addition to giving this aid, the superintendent sent a man to paint the office walls.

Having secured the support of the faculty and superintendent, the principal rolled up her sleeves, donned an apron, and went to work cleaning out nooks, corners, tops of bookcases, and various storage places. The children caught the spirit and became eager to help. "May I help you do that?" and "When will our room be cleaned?" were frequent queries.

When the hired workers began cleaning a room, the children became busy straightening out their desks and scrubbing them
thoroughly. After the woodwork was scoured, the boys and girls polished it. The youngsters ransacked closets and bookcases, clearing out useless materials and putting those they used in order. The superintendent furnished shellac with which the boys did over the teacher's desk, chair, bookcase, windowsills, and any other little spots easily touched up to add attractiveness to the room.

In one room the finish on a closet door had been marred by steam escaping from a radiator. With material that the teacher obtained, the children worked on the door and restored it to the normal color. Some things they sanded before they could give them a finish. Whatever they saw as helping to improve living conditions, children and teachers did eagerly and willingly.

This enthusiasm for cleaning did not stop with the classrooms. When the auditorium was scrubbed, the children polished woodwork and seats - a long hard task. Because the younger pupils were unable to do some of the work in their rooms, the older boys and girls did it for them.

Cleaner rooms called for more attractive ones. "I think we should bring plants and little things now to make our rooms more home-like," suggested one teacher.

The principal asked the P.T.A. for a donation of money for each room to obtain jardineres, vases, and gadgets. This request the association granted, and things were bought by the teachers to supplement what they and the children brought from
A consciousness of responsibility towards cleanliness and order was developing in the children. "Now that our rooms have been nicely cleaned, I think we should keep them that way," remarked one youngster who seemed to voice the general opinion of the majority of the children.

"This building hasn't been this clean in a long time," said a parent visiting the school.

The county nurse coming in one day in the midst of some cleaning exclaimed, "Oh, I'm so glad to see you doing this work! It was so needed."

Along with the improvement in the classrooms, came an awakening of interest in the rest rooms. Each group with its teacher visited both to discuss conditions and decide on necessary changes. The teachers turned the discussion to include how to care properly for the rooms.

"I think we should clean up these rooms," remarked one.
"I wish they could be painted," added another.
"We need a mirror and new paper towel holders," suggested some. Following these suggestions, the rest rooms were cleaned and painted, and little conveniences were added.

When this work was completed, the general attitude of the children was, "Oh, our rest rooms look so nice!"

"Let's fix the office up as a home-like place for various group meetings and social affairs," suggested one of the teachers. Plans were made by the faculty for converting the office from a
storage room to a place for social living.

As this work got under way, children came in asking to help with the cleaning. Some gave up their play time and stayed after dismissal to help clean. One day a child remarked to another, "Your mother is waiting outside for you."

"I know she is, but she doesn't mind," was the reply.

Upon hearing this, the principal, who had been working with the girls, went out to talk with the mother to verify the child's statement.

"Oh, yes! I am so glad for her to have the experience and share in cleaning up the building. Goodness knows it needed a cleaning."

The office was completely renovated - walls painted, floors finished, curtains hung, a new suite of maple furniture put in, and Venetian blinds hung over storage shelves. Plants and new containers were added. Several of the boys did a piece of woodburning to cover the ends of some storage shelves.

The cleaning campaign did more than merely get the building somewhat cleaner. Children and teachers found satisfaction in doing things together. Everyone became more conscious of his surroundings, and a feeling of responsibility about caring for property was beginning to grow.

It was easy to keep the building clean because children felt responsible now to help dust, pick up paper, put things in their places, and otherwise keep the rooms neat. In addition to the part played by the cleaning campaign, this developing
sense of responsibility was encouraged by frequent classroom discussions and by the comments of the faculty.

If there was no one to say, "May I do this?" or "What may I do to help?", there was always a willing response to a request, "Will you clean or straighten up this?"

This feeling of responsibility was also furthered by a group that in the fall of 1942 under the leadership of one teacher organized the school in an effort to keep things clean and inviting. When a child knew that his group was appointed to see that a place was orderly and pleasing, he was concerned about how that particular spot looked; otherwise, he might not have paid any attention to a lack of cleanliness or order.

One day two larger girls coming into the office which was somewhat untidy said, "Gracious, Miss ...., if anybody came and caught this office like this, what would he think? And it's our job to keep this place clean."

There was developing a strong feeling of indignation against any one who abused or defaced anything about the building. Some one put black marks on the walls of the boys' rest room. "Miss ...., I wish you would look at that room! We can't leave it like that." A consultation of all boys was held to decide what should be done.

"I think all of us should have a part in cleaning it up; then we will feel that it is ours," suggested one boy.

"I believe we should all want to keep it nice because it shows to strangers what kind of boys we are," volunteered another.
"Since the girls keep theirs clean, we boys sure don't want to fall down on the job," emphatically declared a leader among the boys.

Immediately, the boys both young and old were eager to get busy restoring their rest room to normal conditions; this they accomplished in a few days.

Teachers were assuming more of the responsibility for making the most of their rooms. One remarked, "Another year I am going to refinish my floor. I want the children to live in a room as pretty as possible, and I believe they will be proud of it and keep it that way."

From making the building more homelike, interest spread to working on the grounds. Different teachers with their groups have planted flowers here and there that will continue to spread and have cleaned up and reclaimed spots where trash had accumulated.

There is a growing interest among many to improve and care for the physical surroundings at school. Children and parents are taking notice and making such comments as the following:

"I declare I never saw this office look so nice. It certainly is attractive."

"I love to come into the office now because it is pretty and homelike. It was just a storage place before you started fixing it up."

"You forget the dirty walls with those pretty things to
Utilization of Resources

At the beginning of this story, the resources available to the school for enriching classroom experiences were not being used systematically. The radio belonging to the school needed repairs amounting to only one dollar which could be obtained from school funds. The educational movies available from the State Board of Education were not correlated with the regular school work. Few specialized workers were invited to the school for supplementing the teachers' efforts.

During the session of 1942-'43, teachers analyzed the resources available to them for values in broadening the work in the classroom. One of these resources was the radio, which became a vital part of school life. Teachers studied the programs and used those pertaining to their work. In particular, musical programs were chosen in an effort to develop music appreciation.

The movie machine proved helpful because teachers chose films to support their presentations of particular topics. Movies definitely building character were shown at strategic times.

During the early part of the winter of 1943, the faculty of the school under study sensed a false and exaggerated patriotism brought about by the war. Unable to cope with the situation, the principal obtained and screened several movies.
showing the correct ways of saluting and caring for the flag and making real leading historical events and famous characters. These formed a basis of classroom discussions which cleared the situation.

Different groups used various specialized workers and the materials that they had to offer for supplementing class work. The Dairy Council worker visited the school several times when nutrition was being studied. The S.P.C.A. representative talked to the children who were particularly interested in animals. The Home Demonstration Agent worked in the clothes and repair clinic held in connection with the Four Freedoms.

Enrichment of Materials

In order to build a program of wide experiences for boys and girls, a great variety of materials and furnishings would be necessary. The equipment of the school consisted mainly of textbooks, a few library books, and a limited amount of art supplies furnished by the school board. A constant building up of things to work with by consolidating small gains would be essential to carry on the activities.

In classrooms once rather barren except for desks, chairs, and a bookcase, the principal secured permission and financial backing from the superintendent to have bulletin boards put up. In addition, bookshelves were built in along the lower wall space between radiators and beneath the windows in each room. Such bookcases were built according to the wishes of each
teacher. These bookshelves were painted in two blending tones and the bulletin boards were shellacked.

The teachers chose and purchased interesting books for their rooms. Special emphasis was placed on the type book heretofore not chosen. For instance, in the spring of 1943 the teachers stressed fiction and music. They were putting on a special drive to increase reading for pleasure; formerly children would say, "There just aren't any good books here to read." As the children helped to unpack the new books when they arrived, one would hear them exclaim, "Boy, oh, boy! Look at these books, I bet they are good. May I have this one to read now?"

In addition to the usual art supplies furnished by the local school board, the teachers expressed a desire for more materials to enrich the art program. As a result, the principal purchased things for which the faculty had asked; namely, powdered paints, water colors, charcoal, finger paints, a Floquil pen, and colored chalk.

Later, children were seen engaging in art experiences unknown to them before. One day the principal walked into a room to enjoy watching youngsters try themselves out with finger paints.

"Oh! how lovely! Won't you share your work with the others by putting it in that space in the auditorium just outside your door?" inquired the principal. In a few days the children with their teacher were busy with hammer and tacks putting the paintings in place and covering a dirty, barren wall.
"I can do this printing in a hurry now and much nicer with this new Floquil pen you bought for us the other day," remarked one child busy over a piece of work as the principal looked on.

One day the supervisor brought a visitor to the school. "Come into my room to see some paintings and charcoal sketches my children have done," invited one teacher. They spent some time admiring and studying work the children had painted and drawn with the additional art supplies.

Several parents who work at paper mills were able to secure proper sized and colored paper for the children. This invited the making of interesting posters and booklets.

"Here are some good materials on this topic which I have found. I think it will be well to save them for future use," said one teacher. In this way the faculty is beginning to build up a filing system of materials.

Children are encouraged to bring to school for sharing with others unusual, interesting things that they have at home. Tom, a little first grader, had made a very large and rare collection of stamps which he brought to school to show to his own group. The assortment was interesting and varied; consequently, his teacher let him go to other rooms to display his album.

Martha had a father and brothers who had been in the navy for some years and had sent back home things of interest from many parts of the world. Several of these things she
brought to school to share with others.

In the past year a new set of encyclopedias was bought for a group which had none, and a collection of historical pictures was obtained to make the story of the development of the country more meaningful.

By simple, little means which are steadily increasing, teachers, children, and parents are enriching the materials at school for the children's development.
Evolving of Spirit of Cooperation through Development Together of Purposeful Activities

Planning Program

As the program for modifying the physical environment at school progresses, a spirit of cooperative planning is developing in the school. Faculty planning is replacing the individual teacher working as a separate unit. Teachers and children are analyzing activities for their values and deciding on work together. There is a growing feeling now that page-by-page assignments dictated by the teacher are not satisfactory. School and community are engaging in building up experiences involving common interests.

In the fall of 1942, no longer could there be a haphazard, unplanned physical education program similar to that of former years with the children looking upon this period as just another recess. Each group planned its own exercise and health work to include the major seasonal games - football, basketball, baseball, calisthenics to develop necessary skills, and the study of materials needed to require knowledge for healthful living.

The children divided themselves into teams, chose their own captains, and a leader for the entire group. Then these officials with suggestions from the teachers and class members planned the program for the day or week, guided by the total plan for the year made by everyone together. These leaders kept records of the accomplishments of the boys and girls in their
Back of the pupil planning of activity is the individual teacher building a program of varied experiences to meet the needs of her pupils.

When one group was working on a food unit, the teacher planned experiences for the children that would meet needs of which she saw evidences. At lunch time she noticed that many of her pupils were not drinking milk and eating balanced lunches. Knowing that the Dairy Council representative would bring much good material — posters, booklets, charts, movies, — to show the proper diet, the teacher arranged with the children to get this worker out to school for participating with the pupils on their food study.

Realizing that the mothers of many of the boys and girls worked, the teacher helped the children to plan balanced menus for all meals and to collect recipes for wartime dishes. Then when the child himself must prepare the meal, he had something of his own to fall back on.

The faculty also planned together to meet needs arising among the boys and girls. The buses serving this school also serve other schools. This means that many of the children are brought to the grounds almost forty-five minutes before regular opening time, and the same ones have to wait in the afternoon about one half hour after closing time.

Nothing had been planned this year for these children to do. The athletic equipment was not allowed to be taken out
before and after school; the regular classroom activities were not going on. There was nothing for these youngsters to do but roam around and entertain themselves at will. Naturally, they got into endless difficulties.

To take care of this need, the faculty planned a revolving program of activities. Something was arranged to take care of the varied interests – reading, listening to the radio, drawing, painting, singing, assisting teachers in classrooms, playing organized games. Each event was to have a pupil leader in charge and every one was to participate in something.

Now the faculty realizes the value, whenever possible, of planning together to meet a situation instead of allowing it to continue and breed problems to disturb the school life. Often children left to their own resources formed habits of idleness and never seemed interested in any classroom work.

On rainy days there was no place for the children to have recreation other than in their own rooms and in the auditorium; besides, they had no equipment suitable to use indoors. All was for outside play. At the close of a rainy day, teachers and children were exhausted.

The faculty felt that there was a happy solution to the problem. Together, they talked about indoor games that children enjoy. They felt that funds would be well spent to get equipment for quiet play. Plans were made to set up table tennis courts in the large vacant place in the rear of the auditorium; puzzles to interest young and older children were purchased;
other table games were provided. A happier situation was thus established by keeping children busy.

No longer do the teachers feel that the community should be excluded from having any part in planning for affairs at school. At the time to be getting ready for the fall carnival that is held for the benefit of the school each year, the principal insisted that a committee of parents be appointed to work with the school in arranging for and carrying through the event. This group of parents came on several occasions to make plans with the teachers. For some of these parents, this meant the driving of cars and using some of their rationed gas. They also shared their sugar to make cakes, pies, and candy to sell at the carnival. The day of the entertainment the committee spent most of the day decorating and setting up side shows. Teachers, parents, and children worked side by side suggesting to each other, laughing, talking, and enjoying a project together.

For the session of 1942-'43 there was no worker available for the cafeteria; consequently, teachers, children, and parents did what they could to meet the situation. Frequently, mothers came to the school to plan with a teacher to serve a lunch or something hot like soup or cocoa. Then on the day for the sale, the mothers spent much time preparing the lunch and cleaning up afterwards.

Teachers with their groups cooperatively planned for activities to do in their work and analyzed them for values. One group was beginning its work on marionettes. "Now let's
see what we shall get from this work," said the teacher.

"We shall learn to do some sewing," suggested one.
"Yes, and we shall have to measure a great deal."
"In that way you will get practice on those fractions."
"We shall have to read many stories to become familiar with the characters we are to represent."
"We'll get experience in acting when we make our characters act."

"Goodness! I thought making marionettes was just going to be play, but we shall learn a lot, won't we?"

Thus children saw the reason for doing their work whether planned by them or assigned by the teacher.

The younger children also learned to enter into planning with their teacher. In the spring of 1943, the time for the pre-school party was approaching. "What shall we do for our little guests at the party to make them want to come to school next year?" asked the teacher.

"I think we should let them play baseball with us."
"Yes, and take them through the building so they will know where to go next year."
"That's fine, and shall we show them how we live in our room?" asked the teacher.

"Let's act out what we do during the day."
"I think we should read them a story."
"Let's sing some of our songs."
Encouraging the children to suggestions, the teacher and
her group planned for the pre-school party.

Short time planning was not the only type done. In the beginning of the term, teacher and children together planned out the social studies program. "What are the things you are interested in now that you want to get done this year?" asked the teacher as she started the discussion.

"I think we should study about the war."

"Well, what about the war?"

"Our brothers and fathers are having to fight in other lands; I want to know about the people and countries they are in."

"Now, what do we want to know about these people and their lands?"

"Their customs - how they dress, what they wear, how they live."

"We should know about the climate and surface of the country."

"It's such a problem now to get the food we want; let's study about foods - why some have to be rationed, why others can scarcely be gotten at all, and how we can get along on less but still have right foods."

"Aw! let's forget the war some and study how we can have a good time."

"I think it would be fun to study nature."

While the children poured forth their suggestions, the teacher wrote on the board organizing them into an outline, suggesting and encouraging here and there. In this way, teacher
and group made a skeleton outline around which to build the program for the year.

Not only was there teacher-group planning but also child-child as well. Frequently, little groups would be seen with their heads together.

"What are you people doing?" inquired the principal on one such occasion.

"We are planning a play to give." or "We are planning our frieze."

These remarks would be commonly heard, "Let's get together over here where we can plan this."

"You can do that part well, Joe; you do it."

"I can't print well. Won't you do that for me?"

Realizing their own abilities and limitations they plan, share, and work with each other.

Participating in Activities to Meet Individual and Group Needs

In the fall of 1942, the teachers were asked to outline the units of work which they planned to teach during the session. The topics were general ones set forth by the course of study and required textbooks for the grades. Some were: "Farm Life", "The Pilgrims", "Ancient and Modern Implements", "The Story of Communication", and "Nature".

These topics did not fit in with new problems brought about by the war situation. The supervisor and principal seized every opportunity to shift the emphasis towards present-day problems of
the children.

Dr. Dabney S. Lancaster, the State Superintendent of Public Instruction, had said: "The slogan 'Business as Usual' had to be abandoned because of the national emergency. Similarly, 'Education as Usual' must give way to meet the needs of a nation at war." When the State Board of Education organized the seven-point, war-time program, each teacher felt she was already carrying a heavy load and could not assume new responsibilities. To help them see that they were stressing a number of the items and that the others would fit into their program, the supervisor and the principal sat down with each teacher to analyze her work and help build a program around these points. They stressed that this was not only enabling the boys and girls to meet present conditions but also developing them into better all-round citizens for peace times.

In no other field were there greater opportunities for participating in activities to meet individual needs than in the physical fitness program. These children had been accustomed to idling about at the physical education period or engaging in unorganized games. The teachers had followed the prescribed textbook for health instruction. This new work meant organized activity. It started with the physical inspection the second day of school. It was further developed in the fall with each group during the physical education period as well as throughout the day in health instruction.

Each teacher planned a well-balanced program for her group
covering specific health points to be stressed, games to be learned, and skills acquired. Concrete, definite questions about personal hygiene, communicable diseases, and nutrition received careful attention.

From two to two-thirty o'clock, when the weather permitted, one could see dotted here and there over the field groups of children marching, taking formal exercises, playing a game, running on the track, jumping hurdles, and the like.

This program resulted in children facing their own health problems and deriving benefits from organized games and calisthenics. In one of the evaluations written by the boys and girls of one group, a child suggested that another year it would be helpful to have more and better games at the physical education period.

Another important phase of the seven-point program was that devoted to Production, Consumption, and Conservation. There was a well recognized need for conservation in the school. At lunch time children were throwing away much usable food. As part of their work in a study of foods, one group made a thorough investigation over several days of the waste at lunch time. After a report of their findings to the class, all could readily see that something must be done to save good whole sandwiches and scraps from being thrown into the fire. After discussing the problem, the boys and girls decided to send a representative to

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1Appendix, "Extracts from Children's Evaluations". p.1
each room to call the attention of all children to the situation and ask for their cooperation on a plan of conservation. They adopted the scheme of giving left-over sandwiches to some one who did not have enough lunch or who had forgotten it. Sandwiches not needed for this purpose were carried back home instead of being thrown into the furnace. Scraps were put together in a pan to go to some one's domestic animals. Clean paper bags and wax paper were also salvaged instead of being burnt.

In this same group, the children were understanding in their study of foods where various products come from, and what work and transportation are necessary for them to enjoy these products. Thus they understood why substitutes must be used, things consumed sparingly, and in some cases done without entirely. The group made menu books and collected recipes to use as Christmas presents for their mothers. These were menus stressing meatless meals, sugarless desserts, the use of substitutes and left-overs, but at the same time considering the importance of a balanced diet.

One morning a proud little youngster walked up to his teacher and said, "See my shoes. Daddy has had them half-soled and polished. Now they are as good as new." The teacher and other little children admired his new-looking shoes and talked about various ways they could save their clothes by making over used things.

Later in that room it became the style to wear old things made over, a nice patch or darn on their clothes because in this
group there was an "Honorable Patches Honor Roll". No one was on it unless he wore a patch, a darn or something renovated. New things lost their place of honor and glory.

This interest of the little people in "Honorable Patches" led to the planning of a clothes clinic at which time a specialist in sewing was invited to give advice on making over garments, repairing them, and dry cleaning. Mothers were invited to attend. At the same time there was a repair clinic for the boys to bring utensils to mend.

It became common to hear a child remark: "I guess I had better not get into rough play because I have on good clothes." or "I think I shall wear my old clothes or an apron while doing this dirty work."

Lower grade arithmetic classes presented children with the costs of waste such as the following: What does it cost to throw away two slices of bread? What does it cost to sharpen away a new pencil just for the fun of turning the sharpener? How much goes into the trash basket when one good sheet of paper is thrown in? This multiplied by several sheets a day, one hundred eighty days, mounts up. Thus simple arithmetic made the picture clearer in the mind of the youngster.

Children were urged to use both sides of a sheet of paper; the reason for this economy was discussed. Even among the youngest resentment rose high if a good piece of paper were found in the trash basket.

Youngsters should feel their responsibility for conserving
the time of adults. The boys and girls of this study need to assume the responsibility of controlling themselves, planning their work, and doing tasks needed to be done. An important phase of the work of the school is developing a sense of responsibility, ability to plan work, and to control one's self.

To promote this work of the school, the principal and two representatives from each room would sit down together at frequent intervals to discuss the life of the entire school. "What do you feel we should do to make our school life better?" asked the principal.

"I feel we should move about the building with less noise."

"Yes, and keep our hands off other people, too."

"I think that is something to be worked on all right, but in our room we have a bad situation of too much unnecessary noise when changing from one piece of work to another. Of course, necessary noise is all right."

"That isn't a problem in our room at all; we've mastered that point."

In a matter-of-fact way, children and principal discussed and decided what things were good in the school life and what might be improved. Each went back to his room with a report of what had taken place at the meeting and with plans for future development.

In this study of conservation children gained a sense of their responsibility to use things wisely but not to waste wilfully.
Closely akin to the conservation work was the establishment of play stores in the lower grades. The work started with a toy store. For many days, children were busy making their own toys to sell. One little girl brought a cash register that really worked and rang up money. The youngsters made signs to hang about advertising their wares and money from pasteboard to use in the store.

A toy store was not enough; too much else was involved these days in buying and selling to miss experimenting with other commodities. The toys were soon replaced by groceries. Children busied themselves making ration books. At first, they had a run on goods later to be rationed; then the goods were frozen. "Oh! I forgot my ration book," and a youngster would scamper back to his desk for the precious possession before he could get his goods. From these stores they carried their own packages instead of saying, "Send it out, please."

Thus youngsters became conscious of the problems of adults in buying necessities during wartimes.

In the school there existed a great need for developing an appreciation of music. Children entered into group singing very reluctantly in auditorium programs. As music was stressed a great deal in connection with the wartime program, all teachers used every opportunity to work it into their activities. One teacher who is particularly interested and trained in music did much for the school along this line. She carefully scanned radio programs for those that would be of interest to the
children and develop music appreciation. Frequently, she interested all of the larger children in listening to music that would cultivate in them a taste for something of a higher type than hill-billy music for which a number of them had such a great appreciation.

With her own group she was often seen and heard learning and singing songs of a quality to lift the thinking of boys and girls. These the group would share with the others in the auditorium programs.

This teacher’s efforts extended past her own group. She worked with the older boys and girls on singing. They went beyond merely learning songs into a study of music. The supervisor often shared in this work, suggesting and encouraging wherever possible. In this way, the foundation for organized choral work has been laid and the children’s appreciation of music has been increased.

Other situations not connected with the wartime program arose in the normal living at school for facing group problems. The two occasions here included served almost like tests of the school on whether desired developments were growing. Just before Christmas the children showed how they could adjust themselves and their plans to changes over which they had no control. Each group was making plans for a party to be held the last hour before school closed for the holidays. The teachers were guiding in order that the children would have a chance to participate in a social, well planned and carried through. One
group was planning to serve punch from a festively decorated table with punch bowl and cups. The mothers were invited in to have punch with the boys and girls. The giving of presents was being held down to a minimum. Everywhere the stress was being laid on the right way to have a social function.

Four days before the time set for the beginning of the holidays, instructions came from the superintendent to close school in two days. What was to be done? The children had heard the news before some of the teachers; consequently, there was no time for faculty consultation before facing the situation, but the youngsters had it in hand themselves.

"We can't have our parties, can we? It would mean stopping all other work to rush the parties in ahead of time, and we can't do that. They aren't worth neglecting other things more important. We can have a party another time! Pshaw! I'm sorry school is closing early; I prefer coming to school."

And so, school closed with a simple carol service held in the auditorium softly lighted to bring out the effect of the Nativity scenes which the children had drawn for the windows.

In this situation the children showed a sense of values and ability to face unexpected situations. They were able to accept in a spirit of cooperation a condition which they could not change.

During the latter part of January 1943, came a second
opportunity for testing. A very heavy sleet storm swept over
the section of the state in which the school is located and
greatly hindered transportation and communication. This present­
ed to the school an unforeseen problem which called for co­
operative effort on the part of parents, children, teachers,
and friends in the community.

The sleet storm brought its beauties as well as its
problems. The day of the storm groups of children with their
teachers often stood together at a window admiring and dis­
cussing what they saw. Later sketches of sleet scenes and
little original poems about the storm appeared on the bulle­
tin boards.

The ice brought down many wires which cut the current
off from the school. This meant no light, water, or heat.
Of necessity everything had to close down on Thursday; it was
hoped that school could reopen the following Monday, but con­
ditions were no better then. Not knowing how things would be,
the faculty and many children came to school to find a cold,
closed building. The preacher came running over from the
church, which adjoins the school yard, saying that he had made
a fire at church for the teachers and children.

"What are the possibilities of using the church to have
school in until the current comes on?" asked the principal.

"Come and look the situation over, and help yourself to
everything."

The faculty inspected the church plant. There were
several small classrooms - a convenient arrangement for a
country church, but obviously many problems would arise for
the school group.

The teachers said, "We are willing to cooperate and do
the best we can." This they did. For two days school went on
in the church under adverse conditions but with a determined
spirit on the part of all.

Water had to be obtained from a hand pump in the rear of
the kitchen which was occupied by one group. Twice a day work
was stopped, a line formed, and everyone had a drink.

The ground was very soft from constant freezing and thawing.
When it was time to come in from play periods, a line
formed at the door to get the mud swept from the children's
feet.

Morning and afternoon everybody had to carry supplies to
and from the school. There were no complaints of things being
lost.

The preacher arose about six o'clock and drove two miles
to make the fires which the boys kept going through the day.

There were no desks and only a few tables; therefore,
most of the work had to be done on laps or improvised desks,
but there were no complaints. "This is much better than not
coming to school at all," someone remarked.

When work was resumed again in the school building, these
remarks were made by teachers and children:

"This old building looks mighty good to us."
"I tell you I'm glad to get back over here."

"We never realized what comforts and advantages we had until we lost them."

Teachers and children faced successfully a situation in which there were many problems to solve and discomforts to endure. They openly expressed appreciation for what they had been accepting formerly as a matter of course.

Having seen the ease with which the children met emergencies, the teachers went on the more readily to the more abstract phases of the seven-point, wartime program sponsored by the State Board of Education. These phases were concerned with "The Four Freedoms" originated by President Roosevelt. Among the children the faculty sensed a need for a greater respect of the rights of others; therefore, the school and community engaged in activities together to develop a greater spirit of cooperation. In each group the children, guided by the teacher, talked about these freedoms and what they mean to people. They drew friezes showing how one can enjoy these privileges. For Washington's birthday one group made a frieze of their conception of Washington's life to accompany the one representing the four freedoms.

One group made a map of the community showing the different churches thus gaining an idea of freedom of worship.

Every teacher brought out freedom of speech in her daily contacts with children, helping them to know the right thing to say and to realize their responsibility to govern their com-
Teacherz and children became very conscious of freedom from want in their efforts to save and find use for all left over sandwiches and scraps. One group formed the habit of saving their extra sandwiches for the maid who said to the teacher, "Yes, ma'am, I sho' does thank you for them. When my men come home from work and supper ain't ready, they says first thing, 'Did teacher give you any sandwiches today?' Them sandwiches saves de lives of those men."

Other groups saved scraps for the fireman's dog or somebody's chickens. "No, ma'am, I don't have to worry about any food for that dog. He gets plenty from scraps."

In the spring when the P. T. A. gave the children playground equipment, a good opportunity presented itself for stressing the children's freedom from fear as they played with their new equipment. They also realized that if they took care of the new materials they would enjoy freedom from want in this respect.

Two groups consolidated for work on the four freedoms in a concentrated program of social studies. One had an approach from the historical side; the other, from the government side. They went back to the beginnings of the history of the country to trace up to the present day the events that happened because of the four freedoms. In discussions stress was laid on what steps had been taken by the government to insure the four freedoms, what struggles there had been to gain them, what
people had been outstanding in movements to gain and keep the freedoms, how the organization of the government promotes the freedoms, and how the resources of the United States help the inhabitants to enjoy the freedoms.

The children enjoyed many activities in connection with this work. They held a short session of Congress according to their conception of it and passed a bill. The many songs originating in wars for freedom, they learned and enjoyed singing. They danced after the fashion of different periods in the struggle for freedom.

To develop freedom from fear the boys and girls studied First Aid. The Boy Scouts helped out here a great deal. Two of them demonstrated artificial respiration. They found some cotton cloth for experimenting with various bandages.

The children were encouraged to reveal their conceptions of the four freedoms through art. This they did individually and collectively. First, a set of small pictures appeared on the auditorium wall. This inspired the drawing of larger ones to go on the high interior windows. Accompanying each drawing was a writing supporting that particular freedom. They were as follows:

- Freedom of Worship - Ten Commandments
- Freedom of Speech - Bill of Rights
- Freedom from Want - America the Beautiful
- Freedom from Fear - Constitution

Each pair went on double windows leaving two single ones; therefore, on one was "Old Glory" and on the other a single drawing
of the four freedoms together holding high the torch of liberty.

This work culminated in a style show. This was no high-flung show in which the finest and most stylish clothes were displayed. The theme of this activity centered around making something from discarded or waste materials. By grades the children paraded across the stage before judges who were to choose the most suitably dressed boy and girl from each group. The Boy and Girl Scouts appeared in a separate class, wearing their uniforms. The larger girls participated in another division for the best grooming - make-up, finger nails, hair - all were considered. Except a few of the older, self-conscious boys everyone willingly entered into the parade.

"No, ma'am! I can't go out there looking like this. See my shoes and pants how dirty they are," said one larger boy who had come to school cleanly dressed and well groomed. At recess he had gotten a little dust on his clothes playing ball.

There were classes for all types of work - made over clothes, well laundered articles, darned or patched garments, and dyed objects. Household articles and wearing apparel made from feed bags were grouped together. There were also sections for fancy work, and collections of buttons and various oddities.

Much preparation was necessary for the show. Many discussions helped to prepare the children for the parade of the most suitably dressed for school. They talked about proper clothes, care of shoes, and good grooming. In like manner, after the judging, the judges and teachers pointed out in detail
the winning features of the attire of the boys and girls chosen.

The early morning of the show the school was a scene of cooperative activity. Children cleaned in every nook and corner. Boys finding nothing else to do washed auditorium windows. Some girls went home and into the woods to get flowers and evergreens for decorations. Others polished furniture and woodwork and arranged chairs in inviting circles for the parents to sit upon. Still other youngsters washed the potted plants and covered their containers before putting them on the stage. Everything must be in order by eleven o’clock when the guests were to arrive.

The supervisor was present with another one from a neighboring county; the principal from a nearby school was also there.

The first part of the program was a conservation clinic held by the Home Demonstration Agent. She also gave a talk on victory gardens.

The style parade was presented in the afternoon, followed by the serving of punch and cookies during a social hour.

From experiencing simple every day happenings, adults as well as children learned to appreciate little things. They learned to see possibilities of using articles formerly thrown away.

Children gained a better understanding of a sensible way to dress for school. The girls learned to use cosmetics in a pleasing manner.

The youngsters gained a greater appreciation of the sig-
nificance of historical events by studying them in relation to freedoms that they now enjoy. By practicing them in actual classroom situations, children were able to comprehend vitally the meaning of the four freedoms.

In one group the teacher felt that the children did not face problems. She had many times remarked, "Those children just don't care how they do things; to get it done is all they want." or "I can't get my children interested in sticking to a long job; they don't want to plan one out and see it through. They will work at a job for a little while, and then they want to stop."

To get opportunities to remedy this condition the teacher guided her boys and girls to decide upon a big objective project; namely, to put the story of the beginning of man on a frieze. They had studied this period in history and had held many worthwhile discussions about ancient life. When ready to begin the work on the frieze, they eagerly searched through all available materials to organize their story.

The youngsters found it necessary to hold many discussions for determining the events that meant the most to mankind. This helped them to analyze the things in the life of early man that have affected civilization.

Many trial sketches were made to see who could do best the different jobs and to work out the color scheme. Children who had lagged behind before became interested now and did good work in drawing.
The boys and girls realized that the frieze would be more meaningful to other people if stories accompanied the pictures. This set them to work condensing material into short, meaningful sketches and then to printing because poor writing or printing should not be permitted to ruin that piece of work.

The workers themselves set up high standards of accomplishment in all phases - drawing, coloring, expression, and lettering - and they themselves allowed only those who would uphold these standards to work on the frieze. Every one wanted to have a part in the project; therefore, each individual was on the alert that poor workmanship should not keep him out of the game.

Long hours of hard work were necessary to complete the job, but one day it was a proud group that brought forth their work and stretched it along one entire side of the auditorium.

While watching the frieze grow, the principal saw boys who were usually interested in nothing hard at work. They would work for a time, stand back to survey what they had done, and if it were not satisfactory, would remark something like this, "Hope, Walter, we've got to draw that over; it won't do."

This time the children planned the whole activity and worked until they had completed it according to group standards.

Still another problem of children in forming correct health habits was faced when a representative from the Dairy Council came to school to visit the beginners, bringing with her Patsy, a doll. The latter had with her a well equipped ward-
robe containing proper clothes for various occasions, even a raincape. Household necessities that she brought included her bed with linens, table, chair, telephone, and dishes.

The visitor talked with the children about Patsy's living habits. She stressed correct diet, proper rest, suitable clothing, and good manners, thus emphasizing what they had been working on in their health program.

Patsy lived with the children for two weeks. They planned her meals, set her table, washed her clothes, arranged for proper rest, and dressed her correctly. They made a large Patsy story book in which they kept a diary of the doll's life both in story and picture. All of Patsy's family was put into the book. She did many things - went to the dentist, had parties, and the like. Children made their own individual "Patsy Books" in which they drew pictures about her life.

At the close of the two weeks, the children gave Patsy a farewell party by having a doll show. Every one helped to make this a success. The art group made posters and invitations to send to parents; the newspaper carried special articles about Patsy and the show; the good housekeeping group had the auditorium and halls clean and straight, and the science group decorated.

On the morning of the show, dolls of every size and description were brought to school by many from the youngest to the principal. Boys brought their teddy bears and other stuffed pets.
When Patsy's owner came for her, she served as judge at the doll show. Pleasing, suitable clothes, good care and grooming, and healthy appearance were the determining factors. Later, the lady wrote an article for the newspaper explaining her choices, bringing out good points in each and clinching the health lesson involved.

Another group need was made evident to the principal by some of the boys when she learned that many of the children were mistreating dumb animals.

"Miss ..., you had better warn those little children to stop teasing that little dog about her puppies. She'll bite them," said the leader of a group of indignant older boys.

"What little dog?" asked the principal.

It developed that some one had deserted a small mother dog and her two puppies on the adjoining churchyard. The children had found them, begun teasing, tantalizing, and otherwise mistreating the little half-starved waifs.

"May our group adopt the dogs?" asked the teacher of one of the younger groups later in the day when the faculty was discussing the problem.

Of course, every one was glad for somebody to take an interest in the dogs. The little folks immediately began feeding and protecting their new pets. They had many discussions over their care, voted on their names, and busied themselves about their little charges.

This interest spread rapidly among the older boys and girls.
A bitter cold spell came suddenly, and every one came rushing in that morning to see whether the dogs had frozen to death. Several boys ran to the basement to get a basket in which the dogs could sleep by the radiator. The girls found some cloths to make a soft bed. Others went into the cafeteria, lighted the oil stove and heated some milk for Brown Spot, as the children named the mother, and for her puppies.

"I'll pay for some milk for the dogs," was a frequent offer. Commonly, the dogs could be found in any room of the building. Everyone wanted to do something for them; no one thought of tormenting the little things now.

This concern over the dogs led into deeper, wider study of many animals in different lands.

After some days children began asking, "May I have Penny?" Penny was the name given one of the puppies by the children. Soon homes were found for both of the puppies, and Brown Spot was turned over to the S.P.C.A.

Thus it was that a little happening - finding stray dogs near the school - turned into a happy, wholesome experience for children, faculty, and other adults in the community. The last named fed the dogs over the week ends and were instrumental in securing homes for the puppies.

Because of this episode of proper humane treatment of dumb animals a strong impression was made on the minds of many of the boys and girls. In addition, the faculty and children learned the pleasure of a cooperative effort. Young and old enjoyed
petting and caring for the animals.

Not only were the needs of the children considered now but also there was recognition of the needs of the faculty. Such a one was for teachers to get together frequently on informal occasions and to work as a unit. When this study began, there were some funds available for school use. The principal asked the opinion of the faculty about the advisability of using some of this money to improve the office; to this there was a most favorable response.

Renovating the office came to be a joyous game. One teacher remarked, "Whenever Miss ...., stands at the office door and calls us all together, we know there is some surprise."

The principal arrived at school in the morning before the other teachers. Often she would call to some of the boys, "Come on in the office to help me get these things up before the other teachers come. Keep the office door closed." The boys, catching the spirit, would grab hammer, screw driver, and other tools to hurry to the task of hanging Venetian blinds, drapery rods, or doing whatever was needed.

When the draperies were bought, every teacher was needed to help get them made. "Oh! I wish I had time to make some tonight," remarked one teacher more to herself than to anyone else, but a state supervisor was coming the next day; therefore, the draperies must go up early in the morning. Busy or not, every teacher joined in measuring, drawing threads, and cutting the material. Each one took some of the material home to hem
and press that night, bringing it back the next morning ready to hang.

"What else is coming for the office?" persisted one teacher. Although it was to have been a deep secret, the news had leaked out about the purchasing of furniture before its arrival; everyone was in a high state of excited expectancy when it arrived.

After the office was a comfortable, inviting place, there were frequent social functions held within its walls—a luncheon for visitors, a surprise birthday party for one teacher, a bite to chew on during faculty meetings.

At a luncheon for some guests one day, the following conversation was held among the teachers:

"Imagine our coming to this office for a social luncheon."

"Yes, imagine its being fit to come to."

"I enjoy coming in now."

"We have a little chance to relax."

A birthday came around for one teacher. "Let's have a surprise birthday party," was the whisper among the other teachers. One prepared a cake with candles, another got ice cream, still another wrapped a funny present to give, and others arranged to keep her from the office until the appointed hour. It was a happy experience together in a purely social way.

A social atmosphere opened the way for cooperative working of the faculty. They themselves expressed another need of the faculty which received attention. Remarks heard were such as the following:
"I wish we could build a more unified program for our school."

"Let's get together on our teaching of skills."

"What will be our standard for grading and promotion?"

These questions and comments made by the faculty lead them into planning together. For days at recess time all of the teachers gathered together in the office to plan a uniform program of skills for the school. Each teacher contributed her part.

For some time the faculty meeting was used to build a standard for the grading system of the local set-up. For the terms "Excellent", "Satisfactory", and "Unsatisfactory", the faculty discussed and decided on standards of achievement both in school work and in ways of living for each of the terms.

In the late winter of 1942-'43, the teachers seemed to question whether they were making progress or not. To meet this need, at the principal's suggestion, each teacher listed ways in which she felt the school had grown; every one also suggested ways in which she would like to see the school develop in the future. The principal used these points suggested by the teachers as topics and subtopics in building a survey. To these she added other possible levels in the particular area. Teachers and supervisor later checked this survey.3

2 Appendix, "Standards for Achievement". p. 3
3 Ibid., "Excerpts from Surveys". pP. 5-10
When the question was vital in the minds of the teachers as to what was wrong about the life together at school, the faculty planned cooperatively a citizenship chart. This is to become an outstanding guide for school life. When a problem arises under one of the topics or subtopics, an individual check chart will be made for checking progress noted along that line.

To build this chart each teacher worked up one part of it along lines that had been stressed in her classroom to promote citizenship. Then all submitted their efforts, revised, and made one chart.

Planning, working, and sharing with each other, are uniting the faculty. Spare moments - recess, before and after school found teachers together in the office enjoying social chats. Preceding faculty meetings they also enjoyed a social time together, but there is an under current that this is not sufficient.

"Let's go together on a picnic!"

"When the next opera comes, go with me to it."

"Next year let's organize a regular program of recreation of some type for all of us to participate in. I think we should get together more for good times."

In marking the survey the teachers and local supervisor checked that they enjoy informal chats at odd moments, and several felt that the faculty is making growth in seeking rich

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4 Ibid., "Citizenship Chart". p. 11

5 Ibid., "Excerpts from Surveys". pp. 5-10
experiences together at all times.

Evaluating Outcomes

"What grade did I get on that paper? Am I going to pass?"

"I hope I make a good grade on that paper."

These are children's questions and remarks, once quite prominent. Now teachers strive to arouse such purposeful work that they will no longer be heard.

Parents, children, and teachers are gradually giving up the percentage basis of grading. After the faculty worked out standards\(^6\) for "Excellent", "Satisfactory", and "Unsatisfactory", the principal explained the set-up at a P.T.A. meeting. These standards gave teachers specific remarks to put on the report card to show the child's growth in subject matter and citizenship. Remarks such as: "Julia works well alone but needs to cooperate with others," or "Has Ned had a physical examination lately? He does not seem to be well," have often-times replaced ones like these: "Mary continues to do satisfactory work," or "It is a pleasure to have Jane in my class."

Teachers are sitting down with the child now to discuss the needs of that individual. They bring out together the strong points of the child and decide on processes to be developed in the future. Often this program is put into the child's folder and checked as progress is seen. Such a-

\(^6\)ibid., "Standards for Achievement". p. 3
analyses cover all phases of the child's life and work. In some cases the teacher and pupil together also decide on the mark and comment to go on the child's report card.

These individual conferences between teacher and child are helping to change the latter's attitude towards himself. Such comments as these: "I'm a bad boy! You'll have to beat me for that; I don't amount to nothing, anyway," are being heard less at school now.

In addition to individual conferences for analyses and evaluation, teachers with their groups discuss how people should live together. Individual check charts are worked out cooperatively and used for checking. They are seeking out values in projects that they do. "How have we improved as a result of this work?" "How could we do this job better?" Teachers and children are asking themselves many such questions.

As a result of these conferences for analyses and evaluation, children enjoy doing their work because they have a purpose in doing it. "What's the sense in studying this old stuff? I don't like it; got no sense to it," is giving place now to: "Gee! I'm sorry we have finished that piece of work. I enjoyed doing it, and it was worthwhile, too. I got a hot from it. Time surely does fly when you are doing something interesting."

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*Ibid., "Individual Check Charts". p. 13*
At the close of the session in the spring of 1943, one group with its teacher analyzed the accomplishments for the year with definite suggestions to the teacher for an improved program for the next session.

Not only do children and teachers seek to determine values in the school program but parents also. Mrs. T's child was not making the growth at school that she expected and because of this the school was being blamed. Frequently she made such remarks as the following:

"I just don't like this new curriculum at all."

"My children aren't learning a thing. They don't do anything but play at that school."

"I wish they would go back to the old way of teaching. These children can't spell or read at all."

One day in the fall of 1942, the teacher of Mrs. T's child went to the home when she knew both Mr. and Mrs. T. would be there. She explained to them the program of the school, how skills are developed more carefully now than before. The teacher also showed them how the local school is just one phase in many educational agencies.

As a result, Mr. and Mrs. T. now say, "We feel the teachers are building a good program. If the children will put forth the effort, they can certainly get somewhere."

Thus one teacher was able to interpret the program of the

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8Ibid., "Extracts from Children's Evaluations". p. 1
school to a dissatisfied parent who could influence much of the neighborhood.

Again in the late spring of 1943, another teacher was able to help the parent to evaluate his child's work in different terms. Mrs. Q. came to school to talk with Bob's teacher. "I think I might as well stop Bob from school; he is going to fail anyway," said the mother.

"Oh, don't ever think of doing that!" said the teacher. "Bob is making progress, and we do not consider at all that he is a failure. He will just be staying where he can carry the load well."

At the end of the conference the mother said, "I understand and feel better about it." And Bob continued in school.

Another instance may be cited in the case of Mrs. M. who came to school to talk with her child's teacher because the grades on the report card had been unsatisfactory. The teacher explained to the mother the strong and weak points in the youngster's work and helped her to see the important outcomes to be gained instead of grades. Thus the parent understood why the grade had been unsatisfactory and carried home with her a program of development whereby she could help the child to improve her work.

In different ways through a cooperative effort children, parents, and teachers are seeing purposes and determining values in what they accomplish together.
Unfolding of Teacher's Point of View

Attitude towards Child

In the early days of this study, it was a most unusual thing not to see at recess time a large number of children sitting about here and there in the auditorium "staying in" for some offense committed in the classroom.

"I declare he is the worst child I ever saw; I can't stand him much longer," or "He just takes up all of my time from the group." Such were frequent comments made by the teachers.

The principal felt that the teachers would follow leadership willingly in handling problems to meet that individual's needs; she was certain that they were eager for a new way of living together; consequently, at faculty meetings the principal seized every opportunity to talk along lines of seeing the children as individuals.

In addition, the principal felt that teachers would feel freed if they knew that their problems were also hers and that she was willing to work with them on cases when needed. When a teacher brought one or more children to the office, the entire group involved would sit down together to talk over the situation. Whenever possible, the parent also was included.

Gradually changes in attitude towards children became evident in the teachers. The story which follows shows a teacher interested in the development of one youngster to the extent that she disliked very much seeing him leave the school,
although he had presented many troublesome problems.

Bud started to school in the fall. He is the older of two children, the other a little sister several years younger. Whenever Bud tried to talk, his face became red, his cheeks puffed out, saliva flew from his mouth, and many minutes would pass before the words came out. At recess while playing with other children, he would kick, hit them, snatch their toys, race and run about in a wild, uncontrolled way. On the bus he would jump from seat to seat and run the entire length of the vehicle.

In February word came that Bud was to move. "Oh! I am so sorry," said his teacher. "Bud is making so much progress, and I am enjoying working with him. He is getting to be one of my best readers, and he seldom loses control of himself now. He plays nicely with the other children."

The day before Bud left he said to his teacher, "Didn't I read that good? Don't you think I am improving?"

A second teacher used understanding of the problems of an adolescent boy trying to adjust himself to a situation unsuitable for his growth. She manifested also an admiration for qualities she saw in him, even while she was finding it necessary to disapprove of his actions.

In this teacher's group was Tom, a boy much larger and older than the majority of the others. He was still in school because his parents made him come. As a rule, Tom cooperated with the others, but at times the call of the outside world
would get strong enough to cause him to play hookey.

After one such escapade, his father and mother came to talk with the teacher. "Won't you whip Tom?" queried the father in a somewhat demanding tone.

"No," replied the teacher. "I respect Tom too much. He knows the right thing to do, and I expect him to do it." And Tom did from this on; he was leading handy man about school when a job was to be done.

Often his teacher was heard to remark, "I admire Tom a great deal for coming on to school and doing the best he can. Whenever possible, I give him some special job to do at which he can lead the others. This makes him feel a part of the group."

Another incident is provided by a third member of the faculty. She was concerned about wholesome relationships between teacher and child; this teacher desired to continue working with the youngster the second year to establish the rapport necessary for constructive work among teacher, child, and parent.

All through the year Betty had persistently not cooperated with her teacher and classmates. The mother had only made matters worse by paying attention to every little detail. The efforts of the teacher, principal, and supervisor seemed to avail little until just before school closing, Betty and her mother seemed somewhat less aggressive.

"I guess you will be glad not to have Betty to contend
with another year," someone remarked to the teacher.

"Oh! I don't feel that way about it," replied the teacher. "I really would like to have Betty again to see what we could do and to prove that we can get along."

Evidences of this same advance into deeper conception of child growth can be cited for a fourth member of the teaching group. She, for example, recognized the value of a particular child working with the group in which she would be the happiest though her scholastic standing did not indicate her promotion. This teacher also showed understanding by developing in the child competition with her own records rather than competition with her fellows.

Nan had been passed on up with her group into a grade where the standard of work for the others was too difficult for her. She was very anxious to stay on with her classmates instead of going into another room; therefore, Nan struggled hard realizing that she was unable to do the same quality work of the others.

The teacher rewarded her efforts by considering her work satisfactory; this made Nan beam with joy. "No, you are not a failure at all," said the teacher. "You are doing the best you can."

Relationship with Other Workers

Formerly, each teacher in this school had worked as a separate unit. When school opened in the fall of 1942, each teacher chose, at the request of the principal, one phase of work
to lead the school on in a long-time program. Before deciding on the work, they discussed their interests and abilities with both the principal and supervisor.

Having chosen the topic to work on, each teacher planned her program over a long period of time with the supervisor.

In addition to the benefit to be derived from the activity, it was desired to unify the efforts of both pupils and teachers. One teacher chose the work of organizing the school to take care of the housekeeping tasks. She and her children outlined a program covering the nine months, assigning to each group some cleaning for the duration of a month. Various duties were: cleaning the office, dusting auditorium, inspecting rooms, emptying trash cans, keeping yard and playground clean. Of course, efforts for attractiveness entered into this project as well as cleanliness.

In this way, cleaning was done systematically with everyone participating. This group also promoted a consciousness of clean surroundings. Anyone becoming negligent in his cleaning was quickly reminded of his duty.

Some months later the maid said to the teacher in charge of the housekeeping, "I tell you these rest rooms uster was sump'n fierce; now they is kept just as straight as a pin. I uster hate to go in them."

At another time she said to the principal, "I declares I kin do my work in haf de time I uster. I don't have to spen' so much time pickin' up things."
The cleaning program provided for a daily inspection of rooms and a check on such points as objects left lying on the floor, untidy desks, dirty blackboards, and the like. A committee of children from a designated group went daily into the classrooms with notebook and pencil to check on definite items. The inspectors appeared any time of the day. Due consideration was given to necessary disorder caused by work in progress.

One teacher deeply interested in science led the school in this field. She started her program off on a weather unit with her own boys and girls. The children made a daily record of temperature readings. A little later she and her group sponsored a flower show for the entire school.

Children combed woods, fields, and gardens for wild and cultivated flowers and grasses to exhibit. Before the show they studied flower arrangements, color combinations, and varied containers for flowers.

The children themselves, guided by the teacher in charge, arranged, classified, and labeled the entries.

As a winter project, the group led the attention of the school towards winter gardens.

Children became more science-minded. "I never knew there were so many lovely things in the world," said one. The interest spread to planting school flower and vegetable gardens in the spring and victory gardens at home. It became customary to see groups on the roadside, in the woods, or on the playground participating in some science work.
"These little flowers would have smothered if I hadn't pulled the grass from around them."

"Oh! Miss .... here is a terrapin we can have as a pet."

Such remarks had a place in the every day conversation of children.

The newspaper work was taken over by one teacher, and an editorial staff organized. Editions for special events and an average of one paper a month was published. No charge was made for papers so that every one could enjoy a copy. In this way, school news went into the home to keep the parent informed of school happenings.

Art was the field of interest chosen by the other teacher who centered a great deal of her effort on keeping the high auditorium windows attractive. During the Christmas season they were covered with pictures telling the story of the Saviour's birth.

For many days the work tables were given over entirely to the children working on these pictures. They cut and pasted large pieces of brown paper to fit the whole window; then they sketched the outline of the scene with white chalk before filling in with the colored chalk. The boys and girls made many trial sketches to test at the windows for the right effect. When the drawing and coloring were perfected to the best of the young artist's ability, a coat of linseed oil was applied to make the drawing translucent when tacked in place over the window.
Many parents and other visitors came to see the work. "It's very beautiful, and it's the children's work," remarked one outsider.

As one mother stood admiring a scene done by her daughter, she said, "I think it's beautiful. I had no idea she could do it! Just think she did it free-hand! I believe she has real talent."

Later these pictures were replaced by ones portraying the children's conceptions of the Four Freedoms.9

In the spring a parent gave the school large sheets of blue paper which, when put against the glass of the auditorium windows, gave the effect of ethereal blue. Each group that had these windows in the room did scenes on the paper for the room side of the windows and outlines showed through on the other side. On each set were some objects of the current work being done by the children - birds, boats, or airplanes.

To take care of a time when each teacher could call children from different rooms as needed, the faculty decided to set aside one period a day to run straight through every one's schedule for work on the activity. Teachers could be free to call out pupils to engage in work on their topic at this period only.

In this way, teachers worked together closely, sharing talents with each other and feeling themselves a vital part

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9Story, "Participating in Activities". p. 41
of the total school program.

Contacts with Community

As the work of the school went forward, the principal realized that the community should be informed about the progress being made. "I think this system of grading should be explained to the parents," said the principal to the faculty after they had worked out standards for "E", "S", and "U".10

"These parents don't care anything about what the grades stand for. Just so their child is passing, they are satisfied," replied one teacher who seemed to express the feelings of the others.

At another time the answer to the principal's suggestion that parents be asked in to help, was, "Oh, these parents aren't interested in the school; you can't get them to do anything."

To this general attitude of the teachers that the community wasn't interested and wouldn't work, the principal said to herself, "All right! Let's see what can be done." Prior to a faculty meeting she asked each teacher individually if she would take part in a round-table discussion at the next P.T.A. meeting to explain the work of the school. To this each one agreed.

At the faculty meeting, a discussion was held concerning the topic each would discuss. As parents are keenly interested in skills, the teachers decided to discuss how they are de-

10Ibid., p. 51.
veloped. Another big point discussed was how various activities are correlated to build a well-rounded program.

At the P. T. A. meeting a larger number of parents than usual was present. Some publicity had been given to the fact that the teachers would discuss the school program. Although there were no questions asked about the work, favorable and appreciative comments such as the following were made: "I enjoyed the discussion very much."

"Children certainly should learn; I didn't have any idea you teachers did all that."

"I wish we had had such opportunities when I went to school."

Later that spring when the faculty was planning the field day program, one teacher remarked, "We teachers usually do all that."

"Don't you believe the parents would do these tasks and free you teachers to work with the children?" the principal asked. "Let's ask Mrs. L. to do this."

"I believe Mr. O. will be a good one to take charge of events," volunteered one teacher.

The parents were asked to help, and many volunteered their services that day after their arrival at school.

Just before school closed in the spring of 1942, one group had worked on a circus for some while. As a culminating activity, they had planned a performance for the other children. "I believe I shall invite the parents, too. They may not come,
but I shall ask them, anyway," said the teacher. Consequently, the parents were invited to the circus. They did come and in a great number.

When the two groups jointly working in the field of the Four Freedoms planned a style show as the culminating activity of their work, the teacher leading the work remarked, "I think I shall ask the parents to work with us on this and appoint a parent committee to work with each pupil committee. Then they will feel a part of the program, and more of them will come."

The parents came at the appointed time to do their part, many of them working from early morning until the show was over decorating, classifying, and arranging exhibits.

When the classes of exhibits for the show were being decided upon, the question arose: "Are these exhibits to be for children's work only?" It was decided to arrange for parents to display their work, also, thus making them a part of the activity.

In the late winter of 1942, one of the mothers was working up a nutrition class in the community. The teacher of this patron's daughter said, "I think I shall join the group and work with Mrs. B. on this project." This she did, attending each meeting and bringing the school into the work. When the discussion turned to school lunches, this teacher was able to interpret to many parents the efforts of the school to have each child eating a balanced lunch. In this way eating habits of many children were improved.
Because of the gas shortage, visitation into the homes had not been stressed; however, one teacher said, "I want to go on just a social call to Betty's home. Perhaps that would help make her feel more a part of the group. Mrs. D. has asked me to come over."

In the late spring of 1943, one group and their teacher had been planning for the pre-school party. The teacher said to some of the parents of children in her room, "I want you to come Wednesday to help me plan for the pre-school party."

The parents assisted with the arrangements for the party and took an active part in carrying it through to a successful end.

"I just don't know how I would have gotten along without you," said the teacher after the party. "You were a wonderful help."

These incidents show that there is developing among the teachers a sense of interdependence and relationship between school and community.

**Outlook on Life**

Among the four teachers who have worked in the school throughout this study, there is developing a strong feeling of unity supported by common interests, ideals, and felt satisfactions in tasks accomplished together. They willingly share with each other and rejoice over one another's successes. Some of the teachers feel, according to the survey checked\(^{11}\),

\(^{11}\)Appendix, "Excerpts from Surveys". p. P., 5-10
that they are growing in seeking rich experiences together.

With the poet these teachers might say:

"We live in deeds, not years; in thoughts, not breaths; in feelings, not in figures on a dial. We should count time by heart-throbs. He most lives who thinks most, feels the noblest, acts the best."

Phillip James Bailey: "Festus"
CHAPTER III
SUMMARY

During the period of time under study, the teachers and the children assisted by the parents and others have effected changes in definite areas.

One such change has been in the physical environment at school. By planning a long-time program of improvement and care, the teachers and the children with the aid of the community have made this change possible. In the beginning of this study, the cleaning was the particular concern of no one although there were occasional spurts of cleaning. Now a feeling of responsibility for playing a part in an organized effort is developing among members of the group. Materials once shoved back as dust catchers and left to clutter up the building are now being carefully stored in out-of-way places.

Teachers are bringing in materials, analyzing them for values, and using them systematically. With these they supplement textbooks and enliven once barren class work.

The teacher and the child are beginning together to analyze values in materials and processes that will meet the needs of the individual and to plan a program of purposeful work.

Instead of teachers dictating and imposing activities children are making suggestions and helping to decide on work. Parents apparently unconcerned at first are now entering into planning special occasions. The teachers in their planning
and work are moving from leading their classes as isolated, separate units to attacking problems together and making long-time plans for the whole school. These programs and activities are developed to face children's problems of learning and character building as seen in school life.

Many habits and tendencies to promote a better way of living together have been developed in the children. As a substitute for wilful waste and extravagant ideas about the use of materials, children are developing a sense of economy and conservation; with this there has been built up a conception of the implications of national rationing. Youngsters learned to complete satisfactorily long and difficult tasks. They are beginning to respect the rights of others and to become considerate, helpful citizens. From being unappreciative of what they had, they are growing in their power to attach greater values to little things. Dumb animals were mistreated by some of the children who later learned to care for them in a humane way. There is now developing also an effort to foster the appreciation of music in the children.

In the social contacts, the teachers not only enjoyed chatting with each other to a greater extent than before but also began feeling a need for seeking together richer experiences. From a timidity over giving suggestions to each other they came to facing facts frankly with one another.

By the end of the short period under study, evaluation of work for outcomes was being done by teacher, child, and
Gradually they are coming to consider the outcomes of work in terms of values instead of grades. In the place of leaving the parents in ignorance of the school's program, the teacher is availing herself of opportunities to interpret the purposes of the work.

There is a dawning realization among the faculty members of the importance of the work and the responsibility that is entrusted to them to give boys and girls the best possible opportunity in a democratic way. Instead of the youngster who presents the greatest difficulty receiving all the attention, each child joins the teacher in analyzing himself to find his strong and weak points. The teachers believe in the child, seeing him as different from all others. In lieu of just following leadership, teachers themselves assume leadership in projects that interest the entire school and for which they are particularly fitted. Teachers no longer feel that the community is not interested in the school work; they see the interrelationship between the two. The community is also showing an interest in the school. The faculty is revealing its sensitivity to high values and right relationships among individuals.

These changes have been brought about in many different ways. When anyone saw a need, she went to work to meet the situation. One such case was in evidence when a teacher realized that by planning, the bus problem could be remedied; she advanced plans to the faculty whereby the children could be kept busy and happy while awaiting transportation.
The program has been modified because parents, children, and teachers planned and worked cooperatively. This may be clearly seen throughout the study. An outstanding means to effect this change was that the faculty helped the children to realize the purposes back of their work. This was evident in the nutrition work in which boys and girls engaged in activities to fit their needs. Alertness on the part of the faculty to make use of unexpected occasions that arose not only helped to produce results but also to test them out. The sleet storm was an example of such an occasion. The help of specialists in various fields of work were utilized as in the case of the Dairy Council representative.

The fact that every one was allowed to participate in the program facilitated a better spirit. Back of this was the principle of recognition of individual worth manifested by the teachers in their attitudes and contacts with youngsters. This may be seen in the four stories about children in the study. Through conferences, the teachers have helped the individual to learn to respect himself; this changed attitude on the part of the child made the life at school cooperative. The giving of responsibility, wherever possible, was a factor in producing results as brought out by the organized cleaning effort.

A cooperative spirit was promoted by making the surroundings homelike as shown by renovating the office. The bringing in of materials and equipment fostered efficient work. The new art materials, books, and bulletin boards were among the
things obtained. Because of increased supplies, children were able to have rich experiences; these have tended to broaden appreciation. A discriminating use of the radio developed a sense of appreciation of music among the children. Through the conservation program, the faculty influenced children to be less wasteful and to value small items.

Cooperative effort has been necessary to produce these changes. This cooperative effort may be definitely noticed between child and child, child and teacher, teacher and teacher, and school and community.

Cooperation between Child and Child

The first purpose in a program to develop cooperative effort was that of securing cooperation between child and child. The fact that this was accomplished may be seen by the following statements:

1. Child cooperated with child in treating dumb animals in a humane way as in the case of Brown Spot\(^1\) and her puppies.

2. Child cooperated with child by helping to make an occasion sponsored by one group a success. Such an event was the style show.\(^2\)

3. Child cooperated with child by planning and accomplishing work together. This is seen in the physical educa-

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\(^{1}\) Story, "Participating in Activities", pp. 47-49.

\(^{2}\) Ibid., pp. 42-43
tion program.3

4. Child cooperated with child by evaluating outcomes together as in the case of the frieze4 on early man.

5. Child cooperated with child by following the leadership of another in an activity; this they did in physical education programs.5

6. Child cooperated with child by bringing to school interesting possessions from home as in the case of the stamp collection.6

7. Child cooperated with child in adjusting themselves to unavoidable inconveniences. The sleet storm showed this cooperation.7

8. Child cooperated with child in making the school homelike; they did this in the clean-up campaign.8

9. Child cooperated with child by doing for the other special tasks which required a particular skill; this is shown by the conversation as they planned work.9

10. Child cooperated with child in being economical by

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3Ibid., "Planning Program", p. 22
4Ibid., "Participating in Activities", pp. 44-45
5Ibid., "Planning Program", p. 22
6Ibid., "Enrichment of Materials", p. 20
7Ibid., "Participating in Activities", pp. 36-39
8Ibid., "Care of Plant", pp. 10-16
9Ibid., "Planning Program", p. 28
sharing lunches when necessary with each other as explained in the conservation work.10

Cooperation between Child and Teacher

A second main objective was to obtain cooperation between child and teacher. This aim was realized.

1. Child and teacher cooperated with each other in planning programs such as the work on marionettes.11

2. Child and teacher cooperated with each other by evaluating the program for the year and making definite criticisms as shown by "Extracts from Children's Evaluations".12

3. Child and teacher cooperated with each other in engaging in conferences13 for analysis of child's processes and progress.

4. Child and teacher cooperated with each other by being eager to help with a definite program as in renovating the office.14

5. Child and teacher cooperated with each other by willingly adjusting themselves to changes in plans. The Christmas parties15 revealed this type of cooperation.

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10 Ibid., "Participating in Activities", pp. 30-31
11 Ibid., "Planning Program", pp. 25-26
12 Appendix, p.1
13 Story, "Evaluating Outcomes", p. 53
14 Ibid., "Care of Plant", pp. 13-14
15 Ibid., "Participating in Activities", pp. 35-36
6. Child and teacher cooperated with each other in assuming responsibilities as in the cleaning job.  

7. Child and teacher cooperated with each other by being willing to have the personal appearance criticized. The parade of the style show proved this.

8. Child and teacher cooperated with each other by supporting the conservation movement in saving paper and food.

9. Child and teacher cooperated with each other in allowing the child to work in the group in which he fitted best. This is shown in the case of Nan.

10. Child and teacher cooperated with each other in showing a consideration for the feelings of the child as manifested in the case of Tom.

Cooperation between Teacher and Teacher

A third major purpose of this study was to further cooperation between teacher and teacher; this purpose was accomplished when:

1. Teacher cooperated with teacher in changing a storage place into an attractive room as in renovating the office.

16 Ibid., "Relationship with other Workers", pp. 61-62
17 Ibid., "Participating in Activities", p. 42
18 Ibid., p. 30
19 Ibid., "Attitude towards Child", p. 60
20 Ibid., pp. 58-59
21 Ibid., "Participating in Activities", pp. 49-50
2. Teacher cooperated with teacher by engaging in social affairs as in the surprise birthday party.22

3. Teacher cooperated with teacher in sharing the teaching load23 when the elementary teachers relieved the principal of the seventh grade part of the time.

4. Teacher cooperated with teacher in deciding on uniform standards of achievement when they worked out a way of interpreting the local grading system.24

5. Teacher cooperated with teacher in unifying instruction when they developed a standard program of skills.25

6. Teacher cooperated with teacher by merging their programs for developing character traits when they planned a citizenship chart26 to be used for individual checking.

7. Teacher cooperated with teacher by leading the school on a program27 for which each was particularly fitted.

8. Teacher cooperated with teacher by undertaking a work when she saw the need as in the case of the music work.28

9. Teacher cooperated with teacher in analyzing the

22Ibid., p. 50
23Introduction, "Setting of Study", p. 6
24Story, "Participating in Activities", p. 51
25Ibid., p. 51
26Ibid., p. 51
27Ibid., "Relationship with other Workers", pp. 60-64
28Ibid., "Participating in Activities", p. 34
school and making suggestions\textsuperscript{29} for improvements.

10. Teacher cooperated with teacher by analyzing\textsuperscript{30} her own work to make suggestions to the next teacher concerning the needs of the group for building the program for the next year.

\textbf{Cooperation between School and Community}

A fourth main objective was to foster cooperation between school and community. This is seen by the following:

1. School and community cooperated with each other by inconveniencing themselves for the other. This is evident when the preacher made fires for the school while it occupied the church.\textsuperscript{31}

2. School and community cooperated with each other in facing emergencies as when the community allowed the school to use the church after the sleet storm.\textsuperscript{32}

3. School and community cooperated with each other in meeting a situation caused by a lack of workers. This can be noted when the parents helped out in the absence of a cafeteria worker.\textsuperscript{33}

4. School and community cooperated with each other in

\textsuperscript{29}\textit{Ibid.}, p. 51
\textsuperscript{30}\textit{Appendix, "Forms to be Used for Analysis of Work"}, pp. 14-28
\textsuperscript{31}\textit{Story, "Participating in Activities"}, p. 38
\textsuperscript{32}\textit{Ibid.}, pp. 37-39
\textsuperscript{33}\textit{Ibid.}, "Planning Program", p. 25
planning special occasions as in the case of the carnival.\textsuperscript{34}

5. School and community cooperated with each other by sharing their own rationed products\textsuperscript{35} to make the carnival a success.

6. School and community cooperated with each other by parents and teachers discussing frankly and fairly about the child's work as may be cited in the case of Mrs. Q.\textsuperscript{36}

7. School and community cooperated with each other by participating in projects of common interest as in the nutrition class.\textsuperscript{37}

8. School and community cooperated with each other by helping out with supplies. One parent furnished all the paper for work on the auditorium windows.\textsuperscript{38}

9. School and community cooperated with each other by interpreting the program of the school to the community as in the case of Mr. and Mrs. T.\textsuperscript{39}

10. School and community cooperated with each other in that specialized workers\textsuperscript{40} came in to work with the school as

\textsuperscript{34}Ibid., p. 25
\textsuperscript{35}Ibid., p. 25
\textsuperscript{36}Ibid., "Evaluating Outcomes", p. 55
\textsuperscript{37}Ibid., "Contacts with Community" p. 67
\textsuperscript{38}Ibid., "Relationship with Other Workers", pp. 63-64
\textsuperscript{39}Ibid., "Evaluating Outcomes", p. 55
\textsuperscript{40}Ibid., "Participating in Activities", pp. 45-47
in the case of the Dairy Council representative.

On the foundation laid in cooperative work during the time covered by this study, the program will continue in the future. Ways of working together that have been tried will be strengthened, and new ways will be evolved. Children, teachers, and community will continue developing the relationship of living and working cooperatively.

Further proof that cooperation did exist in the school and that children did make satisfactory growth under a program of this type can be seen from the testing program. A standard test\(^4\) nationally recognized was given in the fall and in the spring. The average growth for the school over a period of six months was .6 which is normal growth for that length of time. The test was given to the first grade in the spring; their test results show growth over a period of nine months. The other grades were tested in December and again in May; therefore, these test results show growth over a six-month period. The range of growth in that period of time was from .1, that expected in one month, to 2, that expected in two years. The average growth of the class was above the norm except in three classes. The range of grade scores and medians in the fall was as follows:

\(^4\)Progressive Achievement Test - California Testing Bureau, Los Angeles, California, 1942
Other people have seen evidences of cooperative living in the school. They have made the following comments:

"Your school has a pleasant atmosphere and gives one a feeling that teachers and children must find it a very enjoyable and profitable place to live.

"I saw evidences of activities developing naturally from classroom subject matter, life situations, and interests of the group.

"There was in the general atmosphere of the school evidence of well organized effort or else the school could not be as attractive as it is. There appeared too to be a spirit of cooperative effort on the part of both teachers and pupils."

"I have never seen such a change in my child. There is such an improvement in her behavior at home."

"My children got so much pleasure from coming to school."
They did not want to miss school to go Christmas shopping the other day."

Comments\textsuperscript{42} from the local supervisor and the teachers in their study of the school are further proof of growth.

Growing from this study there has developed a tentative form\textsuperscript{43} to be used the coming session by the teachers in analyzing their work along certain lines. In doing this they will be able to plan a definite program of growth for themselves. This form to be used in checking was built around the teachers' suggestions for improvement in the school. Under each large suggestion, statements were made to indicate various possibilities of development.

There is sufficient evidence to show that a teacher with a forward look studying her local situation and enlisting the cooperation of the other workers can effect a change in her school program; this modified program can result in happy, wholesome living of boys and girls.

\textsuperscript{42}\textit{Appendix, "Excerpts from Surveys", Pp. 5-10}

\textsuperscript{43}\textit{Ibid., "Form of Analysis to Be Used in 1944", Pp. 18-28}
APPENDIX

Extracts from Children's Evaluations of Program

At the close of school in June 1943, one group wrote down pupil evaluations on phases of the school program for that session. The teacher called out definite topics for them to comment on. From these evaluations the teacher has chosen extracts on the various topics and grouped them to show range of quality - the weaker type together, followed by the stronger one.

My teacher could have helped me to a greater extent by getting after me more and keeping me in.

The programs in the auditorium were fine.

If we had had to stay in more, our behavior would have been better.

Our teacher should have been stricter.

I should have been made to stay in to do my work.

We should have had spelling matches.

We should have more outdoor equipment.

The school would be improved if the flies stayed away.

My teacher could have helped me to a greater extent by having individual conferences more.

I think we should have a student organization.

Some people could have been politer to their classmates and shown more appreciation to the teachers and others who helped us.
We should have had more self-control.

Sometimes I didn't feel like working, and I hurried through carelessly.

We should have shared in our work more.

Our materials have been very helpful. If we had taken better care of them, we would have more.

By each group having different cleaning jobs each month, the school is cleaner.
Standards for Achievement

E (Excellent)

To attain this rating the pupil must:

1. Plan creatively.

2. Carry through plans independently as far as he is able and then seek guidance in improving techniques, broadening knowledge, and finding wider fields of investigation.

3. Evaluate work.

4. Enjoy and appreciate school life.

5. Help look after rights and property of others.

6. Help plan for better living.

7. Help others to have self-control.

S (Satisfactory)

To attain this rating a pupil must:

1. Plan under guidance.

2. Carry through plans under guidance.

3. Evaluate work under guidance and according to group standards.

4. Cooperate and help to make school life better.

5. Respect property and rights of others.

6. Influence others to do right.

7. Have self-control.
U (Unsatisfactory)

A pupil receives this rating who:

1. Works without planning or resents guidance.
2. Accomplishes little or no work according to group standards or plan suggested by others.
3. Evaluates none of his work.
4. Shows disrespect or finds fault.
5. Destroys property or does not respect rights of others.
6. Is a tattle-tale, bossy leader.
7. Lacks self-control.
Excerpts from Surveys
Checked by Local Supervisor, 1942 and 1943

Relationship of Professional Workers

Work Contacts
1942 Isolated, separate units but working on projects when assigned together.
1943 Attacking problems together under guidance.

Social Contacts
1942 Enjoy informal chats at odd moments.
1943 Same rating but growth within that area.

Professional Philosophy
1942 Improving self, but shy of giving suggestions to others.
1943 Frankly facing facts together.

Classroom Activities

Planning of Activities
1942 Children offering suggestions at times but teacher making final decision on activities.
1943 Same rating but growth within that area.

Types of Activities
1942 Unbalanced, with over emphasis on drill and fact finding.
1943 Isolated character building.

Carrying Through Activities
1942 Activities carried through under direction of teacher.
1943 Carrying on some activities contributing to life of school.
Setting of the Life

Routine Cleaning
1942 Dusting and washing of blackboards to supplement janitor's cleaning.
1943 Spontaneous concern on part of majority to keep attractive surroundings.

Home-like Atmosphere
1942 Provide inviting spots here and there.
1943 Conscious of responsibility for atmosphere and setting of school.

Care of Materials
1942 Improvised storage places cluttering up building.
1943 Carefully stored in out-of-way places.

Organized Effort
1942 Spurts of cleaning now and then.
1943 Pride in surroundings, but plan in mind of teachers.

Faculty Meetings

Attendance
1942 Accepted as part of school work.
1943 Accepted as part of school work.

Presentation of Data
1942 Principal takes lead. Many announcements. Some professional discussion.
1943 Series of considerations on problems being studied outside of meeting.
Planning for School Work

1942 Principal presents plans which are considered on emotional rather than professional basis.

1943 Appointed committee working on plans and getting comments of faculty.

Attention to Pupil by Teacher

Classroom Instruction

1942 Beginning small group work.

1943 Has folders of individual's work showing growth. Holds conferences with child about accomplishments.

Helping Child to Come to Terms with Himself

1942 Pays attention to child presenting greatest difficulty.

1943 Beginning to see whole child.

Contact with Home

1942 Conference with parent over development of child.

1943 Helping parent to understand school program through sharing activities, individual conferences, and the like.

Pupil Relationships

Attitude towards Teacher

1942 Follows leadership cheerfully.

1943 Enters into planning with teacher.
Checked by Teachers, 1942 and 1943

Relationships of Professional Workers

Work Contacts
1942 Isolated, separate units.
1943 Plan long-time job together.

Social Contacts
1942 Enjoy informal chats at odd moments.
1943 Seek rich experiences together at all times.

Professional Philosophy
1942 Willing to follow leadership of another in forward movement.
1943 Frankly facing facts together.

Classroom Activities

Planning of Activities
1942 Teacher dictated and imposed.
1943 Spontaneously planned by group.

Types of Activities
1942 Seasonal and special occasions to supplement textbook work.
1943 Developing naturally from classroom subject matter, life situations, and interests of group.

Setting of the Life

Routine Cleaning
1942 Dusting and washing of blackboards to supplement janit-
tor's cleaning.
1943 Spontaneous concern on part of majority to keep attractive surroundings.

Home-like Atmosphere
1942 Inviting spots here and there.
1943 Conscious effort to provide inviting surroundings that are the pride and joy of all.

Care of Materials
1942 Shoved back as dust catchers when not in use.
1943 Carefully stored in out-of-way places.

Organized Effort
1942 Particular concern of no one.
1943 Long-time plan fulfilled with efforts showing pride in surroundings.

Faculty Meetings

Presentation of Data
1942 Formal papers and reports.
1943 Presenting problems for group discussion.

Study of Past School Work
1942 Fair discussion on problems raised by principal.
1943 Frank discussion by all on common problems.

Planning for School Work
1942 Principal presents suggestions for comments by teachers before decisions made.
1943 Faculty making long-time plans through series of free
Social Atmosphere

1942 Fair comments as felt by teachers as principal leads.
1943 Social relaxing with food and conversation before formal meeting.

Handling of Routine

1942 Faculty bring up routine matters, discuss and settle.
1943 Routine studied in relationship to promoting child growth.
Citizenship Chart

I Honesty

A. Conduct
   1. Fair in treatment of others and in treatment of property of others.
   2. Reasonable effort to do own work before seeking aid of another.

B. Speech
   1. Refrains from talking when he knows it disturbs others.
   2. Tells truth even to own disadvantage.
   3. Refrains from using obscene language.

II Patriotism

A. Sportsmanship in play

B. Conservation
   1. Food.
   2. Clothing.
   4. Playground materials.

C. Unselfish

D. Cooperative

E. Loyal
   1. To the group.
   2. To the school.
   3. To the flag.
F. Polite

G. Possessing Faith
   1. Supreme Being.
   2. Human beings.

III Personal Appearance

A. Clean Clothes
B. Well-kept finger nails
C. Brushed teeth
D. Polished shoes
E. Fresh handkerchief
F. Combed and brushed hair
G. Washed face and hands
Individual Check Chart

A pupil of _____ School does these things:

1. Waits for others to finish talking before speaking.
2. Considers other person when latter is working.
3. Keeps his feet out of the way.
4. Keeps his hands to himself.
5. Walks in the building.
6. Protects property of others.
7. Uses normal speaking voice.
8. Shows courtesy to guests.
9. Considers older people.
10. Follows leadership of others willingly.
Forms to be Used for Analysis of Work

June, 1942

I Summary of growth made by teacher during session.
II Plans for next year of teacher for her own growth.
III Suggested programs for pupils next year based on needs seen by teacher.

December, 1942

What have I done in my classroom to:

1. Develop good study habits?
2. Promote better speech?
3. Improve written work?
4. Make arithmetic functional?
5. Refine social behavior?
6. Face children's problems?
7. Strengthen reading skills?
8. Help children shoulder responsibility?
9. Help individual come to terms with himself?
10. Promote better community relations through daily living?

June, 1943

Show how you have furthered these through activities in your contacts with children to make a better individual of each person:
Improving skills

A. Study habits

1. Setting up problem.
2. Selecting important ideas.
3. Organizing data.
6. Seeing interdependence of events.
7. Making generalizations.
8. Making application.
9. Evaluating material.
10. Differentiating between memorizing and understanding.
11. Using varied techniques.
12. Saving time.

B. Speech

1. Enunciating.
2. Pronouncing.
3. English usage.
4. Vocabulary.

C. Form and content of written work

D. Oral and silent reading

1. Comprehension.
2. Selection of material.
3. Vocabulary.
4. Techniques.
E. Functional arithmetic
   1. Approaching problems.
   2. Making skills automatic.

F. Social studies techniques
   1. Map reading.
   2. Tracing cause and effect.
   4. Interpreting graphs.

G. Physical
   1. Agility.
   2. Coordination.

H. Aesthetic media.

II Improving social behavior

A. Relationships
   1. Child to child
   2. Child to teacher
   3. Child to school
   4. Child to visitor

B. Recognition of responsibility to school as unit
   1. Respect and obedience to each teacher.
   2. Cooperation with all helpers.
   3. Responsibility for care of building and equipment.

C. Understanding of problems involved in living together
   1. Sharing.
   2. Laws.
3. Motives of others.

D. Community relationships

1. Recognizing that community judges school by actions of its members.
2. Improving behavior outside of school.
3. Finding instructional problems in life of community.

E. Shouldering responsibilities

F. Recognizing differences among individuals without classifications.

G. Sensitivity to feelings of others

III Meeting individual needs

A. Personal appearance.
B. Health habits
C. Manners
D. Special abilities
E. Self-expression through aesthetic media
F. Recognition of one's relation to society
G. Study of individual to find problems and strengths to provide for his needs

H. Purposes
I. Faith
   1. Self
   2. Humanity
   3. Higher Being
To Be Used September, 1943

Worked out by Principal with Supervisor's Assistance and
Based on Suggestions Made by the Teachers for Improvement

Child's Physical Surroundings at School

I Care of Building

A. Feels responsible to play part in organized effort for improvement
B. Plans long-time program of improvement and care
C. Assumes cleaning job voluntarily when needed
D. Supplements required cleaning with minor tasks
E. Leaves to those hired for job

II Aesthetic surroundings

A. Inviting community surroundings with program for continued improvement in terms of beauty and utility
B. Organized to contribute to well-rounded living
C. Attractive spots here and there
D. Cleanliness and order but little attractiveness
E. Dirt, disorder, and confusion

III Utilization

A. Studies environment for ever new sources of material and organizes that material for school and community use to improve living
B. Studies individual and group and plans with group as to value, availability and care of materials
C. Analyzes value of materials and uses systematically
D. Uses spasmodically with little or no purpose
E. Ignores materials other than textbooks

IV Enrichment
A. Fulfills as far as possible vision for long-time development utilizing all available resources
B. Plans for long-time development and begins program by consolidation of small gains
C. Analyzes environment for possibilities of improvements and begins small developments
D. Exerts extreme care to maintain status quo
E. Neglects to use possibilities

Relationships
I Professional
A. Work
   1. Understands total educational program and sees it in relation to world understanding and development.
   2. Plan cooperatively long-time job.
   3. Attack and analyze common problem.
   4. Do jobs together when assigned.
   5. Jealous, job-fearing.
I Professional

B. Social

1. Seek experiences together that build the individual for taking his place in ever enlarging society.
2. Sacrifice time to enjoy each other.
3. Enjoy chance get together.
4. Indifferent, concerned over own affairs.
5. Gossipy, clannish

II Community

A. Helps parent to understand school program in relation to total educational set-up
B. Plans program for child with parent
C. Confers with parent over development of child
D. Contacts parent occasionally and seeks aid when trouble arises
E. Contacts parent or community only when forced

III Child-Teacher

A. Seek, guide, share in experiences that help one to fit into larger group for meaningful living
B. Plan cooperatively long-time program
C. Analyze together for values that will meet needs of individual
D. Follows leadership willingly and without questioning
E. Submits indifferently because forced to through cir-
cumstances and respect

IV Child-Child
A. Feel responsible for welfare and development of group in relation to groups of ever-widening scope
B. Plan cooperatively for wholesome group experiences sharing willingly experiences, plans, talents
C. Analyse relationships in terms of group values
D. Work together when assigned on job
E. Selfish, inconsiderate, jealous, clannish

V Child-Self
A. Realizes that he is an individual with a definite purpose and place in the world
B. Seeks new and creative possibilities
C. Analyses self for strength and weaknesses
D. Feels himself to be normal being
E. Indifferent, unconcerned about self

VI Child-Home
A. Believes in home as having definite place in building community and world relation
B. Enters into planning for activities that will meet needs of all concerned
C. Analyzes place of home in meeting individual needs
D. Reacts emotionally
E. Accepts home as means of livelihood with no responsibilities

VII Child-Community
A. Feels responsible to be worthy citizen of community which is integral part of world community
B. Plans and participates wherever possible in local affairs
C. Analyzes community set-up in terms of meeting individual needs
D. Accepts as place for agreeable associations and means of livelihood
E. Feels no responsibility to community in which he lives

VIII Child-Work
A. Realizes place his work has in relation to group of ever widening scope
B. Plans long-time program of growth with definite purpose seeking guidance of teacher
C. Analyses program of work as set-up by teacher for values to individual
D. Questions assigned work on emotional basis
E. Accepts teacher dictated assignments with no thought of values
Program of Work

I Planning

A. Individual teacher

1. Studies individual, community, world set-up for problems and utilizes all agencies to plan a program for democratic living.

2. Studies child and plans with him for activities that will fulfill his purposes.

3. Plans varied activities to assign to child guiding him in selecting those which will meet his needs.

4. Supplements texts with many types of formal activities.

5. Follows textbooks.

B. Faculty

1. Program planned cooperatively by school and community based on world problems which will affect children and community.

2. Create program based on needs of children as seen in school.

3. Analyze state program in relation to local problems and make adjustments.

4. Consider state and local plans on emotional rather than professional basis.

5. Accepts without thought state and local program.
II Sources

A. Life situations and interests of group based on community needs in ever-widening world situation

B. Children's problems of learning and character building as seen in school life

C. Problems based on subject matter and skills set up cooperatively by teacher and group

D. Textbooks supplemented by printed and audio-visual materials

E. Textbook material

III Participation

A. Pupil

1. Utilizes all resources and shares activities that will be of mutual help.

2. Plans with teacher for program that will provide growth for individual and group.

3. Analyzes possible activities presented by teacher.

4. Participates in doing attractive and showy things in addition to routine if talented or aggressive.

5. Participates because forced in teacher dominated activities.

B. Faculty

1. Share findings based on study of local problems and program in relation to state, national, and world problems and programs.
2. Plan cooperatively to get desired results on common problem.
3. Analyze plans and suggestions made in state or local program.
4. Dominated by more aggressive members.
5. Respond to requests of authority.

IV Evaluation

A. Teacher

1. Guides individual and group in self-evaluation in terms of social living in ever-widening world.
2. Leads group in seeking out values in cooperatively planned program.
3. Analyzes for group in terms of values of program accepted by group as desirable.
4. Uses terms such as satisfactory to denote growth in skills.
5. Evaluates entirely in terms of marks based upon textbook learning

B. Pupil

1. Evaluates constantly for values in terms of richer life for individual and group in growing relations.
2. Evaluates in terms of values and not grades.
3. Tries to interpret teacher's comments on work.
4. Reacts emotionally with no reasoning.
5. Concerns himself about mark teacher puts on paper.
V Instructional Set-up

A. Adapted to meet needs of all based on life situations
B. Program of work outlined with each child
C. Beginning small group work
D. Work with special child
E. Mass instruction with textbook as basis

VI Community Participation

A. Study, investigate, participate in activities, seeing community in relation to ever widening world problems of democracy
B. Plan cooperatively long-time, well-rounded program to include all in common integrated life of community
C. Cooperate in each other's programs without participating in long-time planning
D. Hold business-social meetings designed to raise money
E. Unconcerned about each other

VII Aim

A. Build integrated personalities through activities based on individual problems in relation to community problems
B. Recognize and face children's problems
C. Utilize real life situations which will enrich program
D. Use formal materials for routine activities broken by special occasions
E. Activities from textbooks based upon page-by-page assignments
Point of View

I Professional
A. Sees interrelationships, what past has done, and what profession owes to world
B. Assumes leadership of work for which fitted
C. Analyzes work for weak and strong points
D. Follows leadership of others
E. Draws salary

II Child
A. Believes in child, sees whole organism as different from all others, and in relation to world problems
B. Plans program for child based on behavior needs
C. Analyzes child for strong and weak traits
D. Works with child demanding special attention
E. Fails to see child as individual

III Community
A. Sees interdependence of school and community, recognizes interdependence of people, and sees world as one community
B. Plans cooperatively seeing interrelationships of school and community
C. Recognizes that community problems exist and feels responsibility in aiding in their solution
D. Feels necessity of meeting community demands
E. Feels no responsibility to community in which one works

IV Life

A. Sensitivity
B. Creative
C. Analytical
D. Critical
E. Apathetic
Tabulation of Results from "Progressive Achievement Tests"

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<tr>
<th>Grade</th>
<th>Time</th>
<th>Fall 1942</th>
<th>Spring 1943</th>
<th>Median in Class</th>
<th>Comparison of Growth in Class with Norm</th>
<th>Range of Growth by Class Members</th>
<th>Range of Scores for Individuals</th>
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First Grade

56 Pupils

Showing Nine Months' Growth

Median 2.5  Average Growth 1.6
Second Grade

16 Puzils
an update

Shoving Six Months' Growth

Median 2.6 Average Growth .5
Third Grade

23 Pupils

Showing Six Months' Growth

Median 5.7  Average Gain 0.3
### Fourth Grade

#### 21 Pupils

**Average Growth**

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**Growth Chart**

- **Height Range:**
  - 4'7" - 6'0"
  - 3'3" - 3'10"
  - 2'6" - 3'0"

**Notable Growth Trends:**

- **Increase:**
  - 6.7 to 7.0
  - 5.6 to 6.0

- **Decrease:**
  - 4.3 to 4.0
  - 3.4 to 3.0

**Notes:**

- Section 1.2 shows the highest average growth at 5.8 inches.
- Growth trends indicate slight increases in most sections, with notable growth jumps from 6.7 to 7.0 inches.
Fifth Grade

25 Pupils

Showing Six Month's Growth

Median 5.7 Average Growth 1.5

5.8 6.6 5.2 6.2
5.6 5.8 5.2 5.8
5.7 6.3 5 5.4
5.7 5.6 4.9 5.5
5.3 6.2 4.8 5.5
7.3 7.1 6.5 6.8 4.7 5.5
7 7.6 5.5 5.7 4.5 5.5
6.8 6.6 5.3 5.6 3.4 4.5
6.2 4.8 5.3 5.6 5.5 3.6
6.2 4.7 5.2 5.9 3.3 4.9
Sixth Grade

63 Pupils

Showing Six Months' Growth

Median 7.1  Average Growth .3
Seventh Grade

12 Pupils

Showing Six Months’ Growth

Median 7.3  Average Growth 4.5

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BIBLIOGRAPHY

I Books


II Magazines

A Monthly

Vita

Virginia R. Case received her education in the public schools of Cumberland County, Virginia, at the University of Virginia, Charlottesville, Virginia, Madison College, Harrisonburg, Virginia - Bachelor of Science Degree, 1931 - and William and Mary College, Williamsburg, Virginia.

Her professional experience covers seventeen years of teaching in three counties of Virginia: five years in Orange County, eight years in Surry County, and four years in Chesterfield County.