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## How Groups of Children Developed Values in Their School Work Through the Use of the Resources in Their Communities.

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HOW GROUPS OF CHILDREN  
DEVELOPED VALUES IN THEIR SCHOOL WORK  
THROUGH THE USE OF THE RESOURCES IN THEIR  
COMMUNITIES  
BY  
MERLE DAVIS

SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS  
OF  
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FOR THE DEGREE OF  
MASTER OF ARTS  
1941

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## CHAPTER I

### INTRODUCTION

#### Historical Development of American School Programs

There is a definite trend in education today to give reality to the school curriculum through the use of the resources of the community. The more recent courses of study, the yearbooks of educational groups, and other educational literature indicate this trend.

The reasons for such a change in education are not difficult to find. A brief account of the development of American school programs may serve to suggest some of these.

The first schools in America were established by community groups to meet real needs, and throughout the years the school has remained under the control of local groups. These controlling groups have been appointed at the will of the people. Financial aid and educational leadership have been provided through state and federal organizations, yet, the type of instruction and the general management of the school have been largely determined by the wishes of the people, as expressed through their own boards of control. Thus the concern of the immediate community for the welfare of its school has remained an important factor in American education.

The first schools were the products of the cooperative efforts of community groups. The men of the community worked

together to contribute the labor and the materials which went into the making of the first school buildings. Some local person taught in the school.

The chief aim of instruction was to make the people literate, since this was considered a pre-requisite to salvation and good citizenship. The home and the community took care of the vocational, moral, and spiritual development of the children. Boys were instructed by their fathers in the necessary vocational skills, while the girls were instructed by their mothers in the skills of good home making. The pioneer men were of necessity quite versatile in manual arts. Their very existence depended upon their ability to become efficient in many kinds of work. Each had to be his own farmer, carpenter, cabinet maker, blacksmith; in short, a "Jack-of-all-trades". Similarly, the women developed resourcefulness in the art of home management and the production of certain needed articles. They made candles, soap and cloth, in addition to carrying the responsibility for preparing and preserving foods, as well as making the family clothes and many household articles. The children learned these skills from their parents by actually helping to produce the goods needed in their own living. The children grew up with a first hand knowledge of the resources of their community because they worked with them daily. It may be truly said, then, that early education in America was definitely a function of the community as well as the school. Children took part in what



was going on and thus learned the art of living in their communities through actual participation. The skills mastered at school were useful to them in their life outside of school and in that period of "simplicity and stability, security and confidence", the school very probably was satisfactory, in that it met the needs for which it existed.

As the school program became established, it was rather generally accepted, by both teachers and the other members of the community, that the role of the school was that of transmitting the culture recorded in books. This concept might have remained satisfactory for an indefinite period, had the country remained largely rural and agricultural. Changes took place in the nation very rapidly, however, and there arose economic and social forces which necessitated changes in the school program.

Along with man's resourcefulness in gaining and settling the land, and providing the necessities of life, was a growing resourcefulness in other areas of pioneering. Towns and cities were established and man's inventive genius took form in the development of more centralized industry. Within the lifetime of many Americans, the nation changed from an agricultural to an urban type of civilization. Factories began to produce, in mass, implements which could do much of the work formerly done by man on the farm or in the home. In fact, machines rapidly displaced men in various fields of work. Thus, men and boys were forced to adjust themselves in new

vocations in new places. The training which for years had been passed from father to son, or from family to family, became the responsibility of the factory. The leaders in the factories were not prepared for this added responsibility, and in time made new demands on the schools.

The home, also, was greatly affected by these changes. Women went into factories and children were left more or less to shift for themselves. The character development and the vocational instruction formerly given in the home became neglected. Many inventions came into use lessening the work in the home. Electric appliances, water systems, heating units,-- all reduced the duties of family life and took away from children some of the responsibilities they had been carrying. Problems of helping children get adjusted to these changed conditions were gradually shifted to the schools.

The migration of families to cities as a result of rapid industrialization created numerous problems. In the urban areas housing facilities had to be provided. Problems in recreation, health, crime, child labor, and poverty had to be faced. There were problems equally as serious for the rural people to meet. Their difficulties included securing labor, keeping up the land, unfair tax burdens on land, and maintaining worthy standards of living when finances were inadequate.

Many inventions which could be developed for worthy or unworthy purposes came into existence. The radio, the automobile, the movies, the airplane, all served to bring the world

closer together; yet, where there was unwise use of these machines, problems arose. While the automobile and the airplane minimized the problem of transportation and brought people and places closer together, they increased problems in safety and health. Movies and the radio made available, quickly, the news and happenings of the times, but they also presented programs which affected emotional life of young people and thereby brought additional responsibilities in education. Here, again, the school was given new responsibilities. What was its function in helping with children's development under such conditions?

Needless to say, the educational leaders as well as the people of the community were thrown into a state of confusion by the multiplicity of problems. As a result of their efforts to overcome the difficulties existing because of this great American transition, a number of adjustments got underway. In time, courses in character training, vocational education, health education, and civic education, were added to the curriculum. Educational guidance, recreational guidance, and help in wise use of leisure time were undertaken by teachers.

One outstanding educator led in delving deeper into the trouble, and tried to analyze the fundamental problems of society and education. As early as 1899, John Dewey foresaw the inevitable changes in American education and society and wrote a book called School and Society, in which he expressed a new philosophy of education. He presented his idea of

education as a social function, its aim being to pass on the social heritage. He maintained that there was a great waste for the child in the school due to the fact that he did not have an opportunity in the school itself to utilize the experiences he got outside of school, nor did he have an opportunity to apply in his life outside of school the things that he learned in school. Dr. Dewey's philosophy--that education is life, that we learn to live by living, and that the school is a social institution which should provide for continuous interaction between the child and his environment--was not readily put into practice. In fact, although it has been approximately forty years since the book, School and Society was first published, the changes in school programs, both to make them more life-like and to make them a part of life itself, have been slow. Dewey and his co-workers had their followers, however, and through the years those teachers who accepted this new philosophy have pioneered and have experimented with different practices. In many schools of today, the experiments are in progress and children are being offered many vicarious experiences within the community living, and in some instances actual experiences arranged for participating in the life and work of the community.

The First World War and the economic depression which followed were also forces that greatly challenged the school to modify its program in terms of community needs and purposes. People were told that the war was fought "to make the

world safe for democracy". This made them consider the meaning of democracy. Critics of American schools pointed out the fact that the schools were not giving training in keeping with this great American ideal. They showed that the schools were not in line with the life of the community and that the actual needs of boys and girls in their adjustments to democratic living were not being met.

The economic depression which followed after the war also stirred the people to a new evaluation of the school. One fact regarding the development of life in America stood out clearly; namely, that science and invention had brought about changes faster than the social order had been able to adjust to them. Naturally, educational leaders as well as others in the communities began to raise questions concerning the function of the schools in this crisis. How were children to be adjusted to the changed country in which they were being reared? Whose job was it to educate them in the ways of the confused social order? While neither laymen nor educators have agreed on what the schools should do or be, on one significant point there is marked uniformity of opinion: critics are well agreed that the schools have lacked contact with real life.<sup>1</sup>

The second world war brought to the educators renewed considerations of the function of the school in a democracy.

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<sup>1</sup> Lloyd Allen Cook, Community Backgrounds of Education (New York and London: McGraw Hill Book Company, 1938), p. 5.

From the faculty of Teachers College, Columbia University, comes this quotation:

"We believe, however, that as educators our primary responsibility and challenge is to help people of America gain a more adequate understanding of the ideals and of the conditions of the democratic way of life, and a more thorough grasp of the implications, possibilities and dangers in the economic, social, political and moral forces now operating in the national and world situation".<sup>2</sup>

In a bulletin of the Educational Policies Commission in which similar statements of the role of modern education are given, this quotation is found:

"It can provide opportunities to live democracy in the school and home, in the workshop and the market place. Slogans, rituals and appeals to emotion are not enough. Knowledge, reflections, and the master teacher, experience, are essential to moral defense."<sup>3</sup>

If children are given opportunities to "live democracy in the school and home, in the workshop and the market place", this implies for the school a program which is in close relation to the life of the community. Problems being faced at home and in the community shall be faced at school. It seems reasonable to predict that such relation-

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<sup>2</sup> The Faculty of Teachers College, Columbia University, Democracy and Education in the Current Crisis, (New York City, August, 1940), p. 10.

<sup>3</sup> Educational Policies Commission, Education and the Defense of American Democracy, (N. E. A. & A. A. S. A., Washington, D. C., July, 1940), p. 13.

ships should result in cooperative efforts for the improvement of living at the school and in the community if the true purposes outlined above are to be attained.

As a result of all the challenges made to the schools through the workings of the different social and economic forces in the changing American life as well as world life, there are trends in education today which point to a more community-centered school of the future. In this community school, the chief aim is to bring about improved living in the community. The techniques used to accomplish this aim are twofold; the first, is the task of finding community resources and problems, and the second is the job of providing school experiences which use the resources and help to solve the problems.

Two Community Schools are described in Clapp's book, Community Schools in Action. Dewey wrote the foreword in this book. In the concluding paragraph of his foreword he makes this statement concerning the schools in the study:

"They prove what the community can do for schools when the latter are actually centers of their own life. Here are cases in which communities develop themselves by means of schools which are centers of their own life. In consequence, there is no detail of the following report which will not repay study. The report is a demonstration in practice in building a democratic life".

While very few schools have actually attained this goal, many teachers are modifying their practices in their work with children to varying degrees through efforts to use

and develop the resources of their communities. There is not a great deal of material in print to give proof of this fact, but in meetings where teachers exchange experiences such evidence is frequently given. In the printed matter which the writer has seen, there are more suggestions of possible activities and discussions of the philosophy than records of actual work that has been done. In a recent bulletin of the State Department of Education of Virginia in a section headed Educational Responsibility, the following statement is found:

"Formerly, many persons thought that all education came from books and was largely obtained by attending the formally organized school. This thinking has been modified by recognizing that education is not confined to information in books, but comes from all experiences. It is not, therefore, limited to activities in the home and school, but includes the whole environment of the community".<sup>4</sup>

#### Problem Stated

This study is an outgrowth of the writer's interest in observing the activities being provided for children in the schools within her working experience, and her effort to find to what extent the present day trend, in using the resources of the community in school work, was becoming effective in these particular schools. This resulted in collecting a great variety of incidents concerning community re-

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<sup>4</sup> The Virginia Program for Improvement of Instruction, Handbook for Parents (Richmond: Division of Purchase and Printing, 1941)



relationships from the school situations with which she was associated. These incidents served to challenge the thought of the writer in terms of apparent values to children. The investigation of these values, therefore, is the subject for this study; How Groups of Children Developed Values in Their School Work Through the Use of the Resources of Their Communities.

In the process of collecting and analyzing incidents three aims emerged; first, to show that there is a wide range of possible relationships between the school and the community; second, to point out the values to children which are revealed in these community contacts; and third, to show that the values vary according to the ways in which the contacts are made and used.

### Process of Development

#### Scope of Work

The incidents used in this study were gathered over a period of several years from schools in three Virginia Counties where the writer has worked in positions of school principal and elementary school supervisor, respectively. There were in all thirty-eight schools and approximately one-hundred and ninety teachers with whom the writer was associated. Each teacher worked, on the average, with approximately thirty children in a group. The incidents are accounts of children's experiences, but these accounts were

made available to the writer through her associations with teachers as well as through her own observations in the classrooms.

### Basis of Selection

Incidents were selected and described as objectively as possible whenever, in the opinion of the author, there existed evidence that the results obtained from them were valuable to the children in terms of the improved conditions noted in children's living. If children were exhibiting interest in new work, or if they were obviously forming desirable habits in their everyday relations to people or things, it seemed reasonable to think that there was value in the community contact. In one instance, unwillingness to work with others on the part of some children and specific tendencies to be destructive in the use of school property disappeared after a community enterprise was undertaken. Thus, the values were determined through evidences of interest, happiness, and worthy results in undertakings. Such changes were found sometimes while the activity was in progress, and sometimes in the new work which followed. When the writer, through visits in classrooms or through conferences with teachers, found such evidences of value in an activity involving community contacts, she selected the incident to be included in her collection.

### Specific Written Sources of Data

In one county children in all of the elementary

schools contributed to a county bulletin which was issued three times during the year and was designed to give the children an opportunity to exchange news regarding the interesting activities in their schools, and to stimulate interest in more activities which involved the use of community resources. These bulletins furnished a number of incidents.

In the same county, provision was made for all school excursions in the community to be financed through the school board office, and school busses were used for transportation. Requests for trips were made to the office along with statements of purposes in the trips and approval from the principal and the supervisor. After the trips teachers and pupils evaluated their experiences and sent written reports made on special county forms to be filed in the school board office. This source furnished about sixty accounts of field trips.

The writer kept her own daily memorandum book of schools visited and experiences noted. This was also a source of many data.

#### Organization of Data

Out of these records of her experiences in connection with schools for three years, the writer assembled the incidents which were in the field of school and community rela-

tionships. Upon reviewing these incidents for analysis, it was found that they represented different types of community contacts which could serve as a basis for grouping. Further analysis disclosed that there were fourteen types under which the incidents might be grouped. This finding constituted the outcome of the first step in the organization of the data. The incidents were next classified under the fourteen types of community resources thus found; for example: Using the Assistance of Talented and Skilled Adults in the Community. The thirteen other classifications found appear in the conclusions, and are used as headings for grouping incidents which are analyzed in Chapter Two.

The second step was the selection of different incidents from each classification for reproduction in this thesis and the analysis of the same to show varying values. The records of these incidents selected with the analysis of each are given in Chapter Two. The incidents are recorded in an order of the writer's own choice, considered by her as helpful in showing the variations in values. There is no attempt to produce a scale in the arrangement. This study, in the analysis of the values in the children's experiences, claims only to point out that there were unique differences arising in the ways in which the contacts were handled.

In the third step of the study, conclusions were drawn from the analysis. These conclusions are written in the form of discussions of the range of community contacts

represented, of the types of values derived by the children, and of the variations in the values derived. These results of the investigation are given in Chapter Three, the closing chapter of the study.

## CHAPTER II

### INCIDENTS AND ANALYSES

This chapter includes all of the incidents selected to illustrate the uses of community resources in school life. The incidents are grouped under the classifications listed in the Introduction, page four. With each group of incidents an introduction and a conclusion are given. The analysis of each incident follows the description.

#### Using the Assistance of Talented and Skilled Adults

That school is fortunate which is located in a community where the adult members give of themselves by sharing their individual abilities, talents and skills with children.

Every community has its artists, its musicians, its professional people, its skilled laborers, its travelers, its old people who gladly recall their past experiences, its business people, and its home makers, each of whom is a different personality with a specific ability to share. What a range of purposeful activities is possible when the school makes contacts with and uses these human resources!

As with all resources, the type of value realized depends largely upon the kind of experience provided. There is a great difference between the results obtained by the child who merely recognizes what is being done by adults whom he

knows in relation to material he is reading, thinking about, and discussing, and the results obtained by the child who is actually working side by side with those adults on jobs which need their advice and guidance.

The following incidents show some variations in the value of the contacts made with adults who contribute uniquely to their fellows.

A. One class which had been making a study of vocations open to men and women today decided, after reading some books on the subject, to think in terms of their own community and list the names and numbers of people in various kinds of work, to get an idea of the fields of work open. The survey took place during the class hours with oral participation from the members. Information was recorded on the blackboard and later assembled in pupils' notebooks. As the group consisted of boys and girls from all sections of the community, the information so gathered presented a fair picture of the occupations of the people of the community. This information became statistical community data and was recorded with other facts gathered in a similar manner.

There was nothing particularly unusual in making this kind of reference to life in the community. No doubt every skillful teacher has employed some such means of getting reality tied up with printed matter. The facts assembled gave the pupils a consciousness of the range of work going on in their community. The more unusual value came through extending the method until fairly accurate data was gathered and compiled. Other values came through associating these data with statistical data compiled by adults, not only because this reflected value in the children's survey, but also because it helped them to realize the values of scientific

data.

B. A teacher in the intermediate grades invited the author of a very popular series of books for children to visit the school and talk with a group of boys and girls about her experiences: including her family relationships, her early interest in books, and her first attempts at writing. She explained in detail how she wrote and got her books published. In response to the children's questions she gave some ideas which might help them develop their own interests in writing: such as being alert to happenings around them, developing the habit of jotting down interesting thoughts, being sensitive to the differences in people, and having moments alone with their thoughts and reflections. Other questions discussed included the length of time spent in writing a book, the amount of money received, and the characters in the visitor's own stories. The visitor accepted an invitation to have lunch with one group in their classroom, where further conversation took place.

This incident is stronger than the preceding one in the matter of contacts which, here, are person to person. Such a contact is more stimulating than merely calling a person to mind. The teacher used this contact as an incentive to creative writing by those members of her group who showed such tendencies.

Because of this association with the author of books they had read and because of her talks with them about the book characters they had liked, these particular children gained a distinct feeling of appreciation for those who write books. Later they naturally inquired about other authors. Some saw themselves as authors when they wrote stories. The work of comparing their experiences in writing with those of one author they knew, yielded a respect for books. Books now became personal because real folks like



themselves made them.

C. A group of children who had worked out a unit on safety found a Weekly Reader which gave some interesting facts about "seeing-eye" dogs. Someone in the group knew a man in a nearby neighborhood who was blind and who had bought a "seeing-eye" dog. The man was invited to school to bring his dog and give some demonstrations showing how the dog guided him along safe places. He took pleasure in serving the children in this way.

Those teachers who find the exact moment to place children in contact with persons and things are particularly to be appreciated. The group of children were in readiness. They had questions they were eager to ask. A natural connection, not one of pity, was made.

A handicapped person has much to give children. His power to overcome difficulties arouses their respect. They weigh, unconsciously, the more basic values in living. They are challenged to think what they would do in a like situation.

D. The boys in the upper grades of a small rural school were making the stage and scenery for their Christmas pageant. They were having construction difficulties. The boys knew a carpenter who could help them. Upon their request he gladly came to the school and worked with them until they succeeded in getting their job finished satisfactorily.

Here was a job up to the children. A neighbor could do well, something on which they needed help. His becoming a worker with them on their job quickened their readiness to give energy not demanded of them. Carpentry work was a more worthy process to these youngsters because of the

adult's participation in their undertakings.

E. A man who was a recognized authority on coins, visited the school in his community and exhibited a part of his large coin collection. He talked with the children about hobbies and explained how he began his hobby. He told how his collection had grown over a period of years. He described the various contacts with people his hobby had brought him. The exhibit was placed in the school cafeteria. The children went down in small groups, looked at the coins, asked questions, and shared with the visitor accounts of their own hobbies. The school had already set up as a goal for the year one hundred percent acquirement of hobbies for pupils and teachers. The visitor came on the children's invitation and was introduced to the group by the chairman of the Hobby Committee. The Hobby Committee had sought and used various means of stimulating interest throughout the school. The visitor came when the interest was at its height and when children were preparing to exhibit and tell about their own hobbies. This experience with an adult led the children to find out more about other adults' hobbies. They finally invited the school patrons to exhibit their hobbies at school also. Many patrons cooperated. A splendid display of varied and valuable hobbies was made by both parents and children.

The children realized that an adult who had won recognition in the community as an authority on the hobby he had developed could contribute richly to their program. The still greater value came through their being led into investigations of other adults' hobby interests. This disclosed to them the range, the value, and the benefits possible in this leisure time activity.

F. In one rural elementary school the children, the teachers, and one mother, who is a botanist, have undertaken as a three year project a study of the plant life of their community and the beautification and utilization of their entire school grounds, which consist of several acres. The activities were planned to fit into the regular school day as a part of the routine work. Flower beds, vegetable gardens, an outdoor fireplace, rustic seating, table arrangements nearby, transplanting of native trees along walk-ways and

bird feeding stations were provided for in the plans. Other activities to be included are: field trips through the woods to identify trees and plants, conservation of wild life, exchanging plants in home and school gardens, learning the harmful and the helpful insects and birds and experimenting with flower arrangements and interior school decoration. The aforementioned mother agreed to enter into these activities regularly and to secure the help of other mothers whenever possible.

One day, while the writer was visiting a classroom in this school, two children from another room came in and brought two large charts on which flowers had been mounted. There was some writing under each flower which gave its name and other information about it. The children explained that they had sent flowers from their garden to Mrs. \_\_\_\_\_, their helper in the garden work, while she was sick. She, in turn, had made these charts, sending them one blossom from each spring flower blooming in her garden. The children were sharing their treasure with schoolmates by going from room to room showing the charts and telling about them.

In the first grade room one morning a little girl was standing at an easel drawing a picture. She looked out of the window and saw a bluebird feeding at one of their bird feeding stations. She drew a bluebird on a branch of the tree and said softly to herself, "There is a bluebird in the tree singing so sweetly to me".

A fifth grade boy said one day while writing in his memory book about a recent field trip, "I'm going to call this write-up, WOODS IN WINTER, because I've learned that woods in winter are just as pretty and interesting as at any other time."

These are only a few of the many interesting experiences which were an outgrowth of this situation.

In this case a whole school was operating on a rather high level of experiences with adults. Their common activities resulted in improved school grounds and buildings. They had recreational spots which might be enjoyed by the whole community for games, picnics and other gatherings.

This incident shows how information came to children very naturally. Through spontaneous efforts they were better informed about the plant life of their community, its preservation and use.

Far deeper than what one may observe as the immediate results, is an effect on the thinking, working and feeling of the children. There were times when their ideas were presented and recognized by adults. For example, in this situation different children made scale drawings to show how they thought their grounds might look. One of the plans was accepted by both children and adults. Children learned that at other times they should listen understandingly when adults speak. They followed instructions because they recognized that an adults' advice was needed in particular jobs. At still other times they accepted responsibility and used freedom with this responsibility. In this enterprise there was much that had to be done by children without direct supervision from adults. There were times when children and adults together weighed and evaluated actions. Sometimes there were handicaps to overcome. A group of boys outside of the school maliciously destroyed the gardens and tore down the fireplace. This difficulty was finally overcome because both the children and the adults showed their determination to go on by rebuilding after each act of destruction.

The children became keener observers in their community and developed a resourcefulness for enjoying the beauty in their own surroundings. Some began doing work in their respective home surroundings. Some found hobby interests through their work. One mother said that her boys were not so anxious to go away from home and their immediate community for rec-

reational interests after they developed so many local interests in flowers, trees, gardens, and birds.

### Conclusion

These incidents serve to guide one's thinking into the possibilities of giving children the values to be gained through associations with adults in their community.

People, communities and countries are so close together today, because of the highly mechanized world in which they exist, that the need for forming the habit of adjusting to a wide range of contacts, in varied settings, is considered a basic need in children's development. The experiences described in these six incidents illustrate some ways through which this need may be met.

Through such experiences as those described it is possible for children to become aware of the special abilities of people. Through a greater number of such contacts with people in different walks of life it seems that children may form the habit of looking for something worthwhile in every individual. By considering the contributions which these people make, children gain a consciousness of the great interdependence existing in group life. By working with these people on school and community projects they gain experience in cooperative community living.

### Making School Excursions in the Community

School excursions into the community are becoming more

and more popular as a means of bringing actual life situations into children's experiences. Teachers and pupils canvass their communities to find resources for enlarging and clarifying work already begun, or to explore entirely new fields which will stimulate them to new ideas, new interests, and new knowledge.

Each trip should justify itself as a worthwhile experience by furnishing satisfactory answers to such questions as: Is the trip one within the child's understanding? Will he get ideas which will clarify or extend his thinking? Does the trip help settle some points which have been under discussion? Will the ideas or attitudes formed on the trip be constructive in that he feels differently about people and work and about the services he receives? Has he had contacts which will add to his ability to sense values in a wider range of varied situations? Did the trip help him build a resourcefulness for later experiences? Did his thinking and planning enter into the making of the arrangements for the trip?

The following incidents and analyses will give evidence of some such experiences in this field of community relationships.

A. A teacher in a one-room rural school writes that she took her pupils in the first through the fourth grades to a large city theater to see the picture "Pinocchio". She had previously read the story to them. Some of the children had heard the story over the radio. Attending a large theater, each buying his own ticket, and seeing in the movies a story he had read, was something new for this group.

Having this experience with the class as a whole gave the pupils material for animated comparison of facts, ideas and feelings gained from observation. To be sure, there was little to use in classroom activities so far as the story "Pinocchio" was concerned. Possibly drawings and dramatics may have been rather spontaneous outcomes if the children had become accustomed to free expression. If they had not, it was an opportunity for the teachers to foster such. The greater value for these children, so far as later experiences were concerned, lay, perhaps, in their having made contacts with a community institution which was new to them. Reading and hearing about pictures shown in large theaters had a different meaning after this trip. They could visualize them better. Enjoying this fun with the large crowd attending the movie widened their area of living; they felt themselves a part of a much larger group than any to which they had been accustomed.

B. Several years ago, before rural schools were doing much about excursions, two high school teachers in a small rural community planned an excursion to Washington for their Juniors and Seniors. This combination group was studying United States History and United States Government. The trip came in the late spring. No plans for visiting specific places of interest grew out of the study. These plans were left to an adult citizen of the community who had lived in Washington, and who volunteered to go ahead of the group and plan the day by making arrangements with guides for taking the group through the places they desired to visit. The distance to Washington was about two hundred miles. The school chartered a Greyhound bus, and left at 4:30 A. M. Throughout the day, they went continuously from one place of interest to another. Some of the places they visited were: the Mint, the Capitol, the White House, the Lincoln Memorial, the Washington

Monument, the National Museum, the Arlington War Memorial, and the Congressional Library. The group left Washington at 8:00 p. m. after having supper at a Child's restaurant.

On the first school day after they returned, they spent a class hour in reviewing some of the experiences of the trip.

The boys and girls in the situation described were getting a wide range of contacts with institutions of national interest. They lived for a day in a larger community than they had ever seen before. Lack of previous planning which grew out of work at school limited the richness of purpose motivating the trip. The children did get a "bird's eye" view of many places which enter frequently into people's conversations and which appear in printed matter, in newsreels and in their school studies. All of these no doubt had a new meaning and laid a foundation for worthwhile future experiences. These young people gained a better understanding of the life and work at their nation's capitol.

Some of the results were not so obvious. For example, to get the full benefits of the excursion the individual found it necessary to control his impulses and to discipline himself to a plan without the teacher's requiring this of him. On the particular occasion described, one pupil who failed to exercise self-control, was lost from the group and was considerably frightened.

C. A second grade group read some interesting stories about farm life. Several in the group had visited farms. They shared their experiences in discussion. The group decided that it would be fun to draw pictures of what they ex-



pected to see if they visited a farm. The pictures were made into a large frieze and placed on one side of the room. The children found that they could take a trip to a large dairy farm and had fun planning how they would spend their time there. On this trip more was found than they had anticipated. The children came back with many new ideas for activities. Some made a frieze of what they actually saw on their visit to the farm and put it on the side of the room opposite from the first frieze. Comparison of the two friezes was an enjoyable experience. Others built a miniature farm in one corner of the room. Everyone had a great deal to do acting workers on the farm and talking about how plants, animals and people on farms serve others.

The children were ready for the trip because of work already going on. They clarified their thinking and found stimulation for new ideas leading to new activities. Many of the services to which they had always been accustomed, became more significant when they thought of them in terms of the animals and the people they had seen and read about.

The fact that the trip in the community enriched the children's thinking and working, just when they had used up their own and the school's resources, makes it particularly significant. Their observations were better because of plans made before going. Their ability to build the new on the old and to continue their work already begun helped them form the habit of using varied settings to contribute to their growing knowledge in a field. They went from stories in books, to stories in their own living, to using their imagination in drawing, to true life situations. They found each experience adding richness and leading to further experiences.

D. Two teachers, working in one large room with forty six-year old girls and boys were eager to discover possibilities for growth in each individual. There were games, songs, dances, stories, pictures, discussions, art work, and other activities. Yet, the children seemed limited in experiences which they cared to share. Finally a trip was planned. The children took part in the planning. They were to visit some nearby places of interest and to meet some community workers. A picnic lunch was prepared and the trip was made in a large school bus.

One teacher arranged the trip so that all of the little visitors were well received. A traffic officer met the group on a corner at a traffic light and directed them across the street. The children were delighted when the policeman rode up on his motorcycle to greet them. They all joined in singing their policeman song which they had learned at school. He was so delighted with the children that he went with them to several places. They visited a bakery and were shown all the processes in the making of bread. They visited a fire department and were very much entertained by the fireman who showed them just what happened at a fire station when an alarm came in. They visited the post office and met the postmaster. They ate lunch in a park and the children were very careful to observe the regulations for leaving everything in good condition. There was great concern when a few children let the wind blow some of their paper away. These papers had to be chased and brought back to the trash cans because "good citizens keep parks clean".

The freedom to express themselves through drawing, talking and acting brought forth some most interesting results. The children became individuals and each expressed what he felt and shared his product with others. Later, the whole group painted a mural on "Our Trip". Many activities and interests grew out of this trip. The children began to observe their community more and each day individual members of the group brought in new ideas or things.

Memories of that trip lingered all through the year. The children made comparisons of the work which grew out of the trip and the work which they did later. Many comparisons came out in conversation about improvements in art work. This was entirely voluntary on the part of the children. Other trips were made during the year and each seemed more worthwhile than the previous one. They kept their first big mural on the wall and often looked at it and referred to it as the job they did when they were "just babies" entering school. They even pointed out ways in which they had grown since that first big group activity.

The experience on this trip gave the children a better understanding of both the people and the places visited. The

policeman who greeted them and guided them safely through traffic helped them understand that policemen are friends and that they are not to be feared because they help enforce the law. Firemen were more interesting to these children after they saw one group of firemen at a fire station and understood how all their equipment had to be kept in readiness for calls. A loaf of bread was more appreciated after they saw the people and the processes involved in its preparation.

As similar experiences continued the children had much from their own lives to help them understand what they found in books and pictures. When later in the year, reading in books became a daily activity, the teacher stated she believed that all of these relationships with their community had made her group the best readers she ever had in a beginning class. She said she had marveled at their varied interests and at the information which they gave freely and naturally after their first excursion had opened avenues for animated conversations, original drawings and many other activities.

E. A group of sixth grade children had made a detailed study of the production of cotton and the manufacturing of cotton material. They lived in a community where cotton was grown as one of the money crops and they were interested in finding out what happened to the big bales of cotton shipped away from their farms. They read extensively, held group discussions about their findings and ordered a few free exhibits from cotton manufacturers. The teacher and the children then planned a trip to a large cotton mill in a nearby town where they saw, and had guides tell about,

every process in the making of cotton cloth after the bales of cotton reached the mill. They followed this visit with several group discussions through which they related what they had seen with their previous school work.

In addition to clarifying investigations already made, this excursion gave these children a different feeling about cotton material. Actually watching the product from their own farms go through different kinds of machinery operated by many different people and come out a finished material ready for people to use gave them a true appreciation of a raw product which had heretofore been accepted without much thought about the plants, the people and the machinery back of finished cotton goods. Their own work at home in the cotton fields became a more dignified job when they understood that the results of their labor would be made into articles which would be useful to themselves and others. They realized that they were a part of a much larger world than they had visualized before. This excursion was especially important for this group of children because it had a relationship with their school work, their home life, and the produce of their own manual labor.

### Conclusion

School excursions have proved a most valuable means of broadening children's understanding of their communities and of the great network of inter-dependence existing in group life today.

Even though trips vary in the ways they are used, every worthwhile contact which the child may have with the actual life of his community serves to increase his ability to understand and appreciate places, people and the problems involved in living. The experience of seeing things as they truly are, operating in their own settings, and performing the work for which they exist gives one a sense of reality which is hard to get in any other way.

Some trips described grew out of problems being faced by children and teachers at school and involved children's expressing their own purposes, plans, and thoughts. These offered better learning situations. Children recognize the value of the resources in their community when they have the opportunity to see relationships to their own problems. The height of satisfaction is realized probably when, through seeing relationships in the world of work, they see themselves either actual or potential contributors to the welfare of others.

#### Having Personal Interviews with Adults

In addition to using the human resources of the community by having adults visit the school to help with work and through visits by groups to community places, there is another contact which plays a most important part in the lives of children. It is an interview with the right person at the right time. Adults enjoy being asked by young people to share

the benefits of their experiences. Young people feel a growing sense of importance in their own undertakings when adults, who are particularly admired, take the time for interviews.

Both pupils and teachers can develop a sensitivity to such opportunities whereby they realize how great a contribution it makes to their work. A group of thirty boys and girls would have acquaintances among many people of varying abilities and interests. Much is to be gained when each member of the group assumes the responsibility of frequently thinking over his circle of acquaintances to single out the one who may be interviewed when his advice or store of information is needed.

The opportunities for learning are numerous. In addition to gaining the needed information or guidance the child finds many opportunities for growth in human relationships. He must learn to be considerate of others in arranging the convenient time and place. He must think through what he wishes to learn from the interview and must state his problem clearly. He may grow in the art of conversation through his interviews. If he meets strangers there are opportunities for developing poise through these relationships. He gets practice in the art of adjusting to people. He learns to convey to others in his school groups the ideas he acquired when he assumed responsibility for getting information for them.

The following incidents are a few illustrations of the

of the ways some pupils are using such interviews.

A. The mother of a little girl in a third grade had visited in Switzerland. When the third grade children began reading and planning activities around life in this country the little girl volunteered to talk with her mother and plan a report for the class. The mother told her daughter about many interesting experiences and helped her prepare an outline from which she could make a report to the class. The children showed interest and pleasure in the report. They were stimulated to further investigation by reading and other activities.

Pictures and stories in books had added attractions for the children in this group because the mother of one of their own members could verify them with accounts of her visit to the places mentioned. They appreciated, too, the fact that these accounts were made available by the member who was willing to assume responsibility for getting accurate information and presenting it to them.

The response of children to the interesting results obtained through this interview probably encouraged others to be keen to sense suitable occasions to give the group the benefit of information they too could gain through interviews.

B. A sixth grade group were making a study of transportation facilities in the U. S. They were interested in discussing how machines used for transportation have affected our ways of living. They made some surveys of the means of transportation within their own experiences. They became interested in data on the number of cars in use, values, increases in number over a period of years and variations in prices. One little girl said her father worked in the highway department and would probably be able to get some information for them. She talked with him and he found the statistical data which she wanted.

He also brought her a supply of additional material on transportation in the U. S.

This incident is very similar to the first both in the type of relationship and in the value to be recognized. Here, however, a person is able to help because of his daily work. The child was conscious of the fact that her father's job put him in a position to find needed information and she sought his help. As a result the entire group must have felt the close relationship of the problem being studied to present day living.

C. A high school girl became very much interested in knowing the history of her school in order that she might trace the growth which had taken place since the first public school was established in the community. She decided to interview a number of old people who had lived all their lives in the community. She decided also to interview some younger people who could supply information and ask them questions about the school they attended. The people interviewed were delighted to review their school past. When the history was completed it contained interesting descriptions of the buildings from the first school held in a local church on to the larger consolidated high school then in use. There were interesting accounts, too, of the curricula offered during the years. Descriptions of pupils and teachers who had been remembered were very interesting to many who read them.

This history became the property of the school library and the source of material for a possible commencement program which might be a dramatization of "Our School Through the Years".

The old people of this community could give to this young person information which she could not get from any other source. The activities of these people had represented the normal life of their community. Because of their age and experience they, in their later years, had a



contribution to make to youth by relating their past. As a result, the girl felt a stronger tie in her relationships with the people of her community. She saw more people, just average people, becoming contributors to her interests and activities.

In addition to increasing her own circle of relationships she was contributing to her school by writing its history. Aside from being interesting reading for those who cared to know the past history of their school there were possibilities that it might incite others to seek ways of continuing the school's progress through the years.

D. A first-year high school group of girls and boys were making a study of vocations open to men and women today. The group decided that each member should interview a person in a different field of work to find out just what qualifications one should have to do that job. After his interview each member was to make a report to his classmates.

The one interview which the writer knows about was described by the father of a boy who had volunteered to interview a banker. The boy made an appointment by phone and the father took him in to the large city bank which he had chosen, and left him to handle his own interview. The banker received him in his private office and talked with him, answering his questions. He took the boy through the bank and explained the work of each department. The boy received much new information. According to the father's report, however, the greater value to the boy came through the manner in which he was received. In the attitude of the banker there was a seeming respect for him as a person. The father, in commenting some time later, said he believed it was one of the most valuable experiences of his son's school year.

This parent's evaluation gives an insight into the worth of this interview which others less closely associated with the boy would not get. The boy must have presented his problem well to have received such consideration from the

banker interviewed. After the conference he undoubtedly realized a feeling of genuine purpose in the investigation he had made. A business man, whose time was valuable, had found an hour to discuss with him a mutually interesting problem.

The similar experiences of others in the group makes this an outstanding incident. The members of the whole group were facing questions which would assist them in choosing an occupation.

### Conclusion

Personal interviews may provide an experience for the individual which a group contact may not give. In the personal interview the child must rely upon his own ability to approach people and to assume responsibility for getting what he wants from the individual with whom he talks.

Whenever people may be found to verify or clarify the thinking, growing out of children's experiences in school the alert teacher and his pupils are likely to recognize the opportunities and take advantage of them.

The immediate purpose is to get information or additional help on the problem at hand. A far deeper and more lasting value is probably the one to be gained through experiences in human relationships.

To many teachers living richly with children implies providing many contacts with people of all walks of life, and recognizing worth in them when they contribute

their time, their thought, their work or their fun.

### Using the Free Services of Persons and Materials Provided Through Community Institutions

In schools where teachers and pupils have the freedom to create an atmosphere of real living, the classroom scenes change frequently because both teachers and pupils take advantage of the free services which make such changes possible. When school life takes care of the children's needs and interests, they in their enthusiasm, reach out into the community and adults willingly lend materials and services.

Business organizations have many free services, not only because they wish to help, but also because they realize that when they interest children in what they have to offer they have done one of their best jobs of advertising.

A glimpse into a few situations where such services are proving valuable will serve best to explain some of these resources:

A. A group of seventh grade pupils wrote a book of poems which they illustrated with their own original drawings. They desired to give this piece of work to their school library but wanted to get it properly bound. A father, who worked in a book binding shop, had the book bound in leather, free of charge. He had become interested through the enthusiasm of his own child who was participating in the writing of the book.

A school job so interested children that they were stimulated to share their experiences and plans at home. As

a result they received a parent's cooperation and a rather fine piece of work was contributed to the school library. There was increased satisfaction for this group in the value of their work when an adult thought it worth being bound like other library books. No doubt there was greater interest, too, in the work done in book binding after their own creative job had been well bound for library use.

B. A group of first grade children were found one day busily preparing to paint their play house and to clean and rearrange their furniture to make ready for a two weeks visit from "Patsy Doll". The Patsy Doll Project is a free service from the Dairy Council. Patsy is a large doll equipped with clothes, toys, bed and linens, breakfast table and chair set, dishes, toothbrush, washcloths, towels, and brush and comb. She comes to live with the children for a period of two weeks. During this time they take her through the activities which make the usual day for a healthy child. They see that she drinks milk each day. Experiences with Patsy lead to many new activities for first grade children.

The use of materials and activities attractive to them guided these children into an evaluation of their own ways of living. They became conscious of the value of many of their own daily activities when they were responsible for seeing that Patsy spent the day as a normally healthy child should. On many occasions they were observed to be checking themselves on their personal habits and without any suggestion from the teacher. This close relationship to their everyday doings makes this incident meaningful.

C. The "White Rat Project", which was another service of-

ferred by the Dairy Council, caused a group of seventh grade pupils to become keenly interested in science. They were able to borrow two white rats and to conduct a feeding experiment over a period of six weeks to show the value of milk in the diet. The Council sent written information for building the cages for the rats, for cleaning the cages, and for caring for the rats. When all preparations had been made the rats were brought to the school and explanations regarding the experiment were given. The children brought food from their homes and followed instructions in caring for the rats. At intervals of two weeks the representative from the Dairy Council visited the school and brought scales for the children to weigh the rats and note the changes taking place because of differences in diet. This experiment stimulated an interest in further scientific investigations which lasted through the year. At the close of the experiment the entire group visited the Medical College of Virginia where they saw many experiments being conducted with rats and where they heard a very interesting lecture explaining how these experiments functioned in studies made at the college.

A still higher level of activity is represented in the situation described above. These children found opportunities to understand and appreciate the problems involved in scientific investigations by using free equipment from a science laboratory.

They became conscious of the importance of correctly established scientific data when one of the group failed to follow directions and fed both rats milk. This made all of their data invalid and the experiment had to be started all over again.

Further values in this experience were evident when these children continued their science interests and made other experiments of different types during the year.

D. A seventh grade group wanted draperies for their windows. This was one of their projects for making their room more attractive. They held a class discussion to decide

on the kind of draperies to buy. Someone suggested that they could get expert advice if they went to the house furnishings department of one of the leading department stores in a nearby city. The group appointed a committee to attend to the matter. This committee made an appointment with the interior decorator employed by the store to assist customers. They talked over their plans with her and she explained several possibilities in types of drapes to be used. She showed them samples and let them make their own choice. She gave suggestions for making and hanging the draperies. When the work was completed and the draperies were hung at the windows everyone was delighted with their appearance.

This was a worthwhile experience. Here was a classroom which children wished to make attractively livable. They received the same attention which an adult would receive if he were faced with the same problem. They gained an increased appreciation of the services rendered in stores and of the time and thought which goes into the selection of the suitable materials to create the right atmosphere in rooms. No amount of reading in books to learn these things could substitute for the value of having this first hand experience in doing the job.

E. The teacher and the children in a first grade situation built in their room a rather large cage for pets. During the year young pets from different homes came to spend a day or maybe several days in this school room. One morning a little boy came in with five young puppies which had recently come to his home. His father brought them to school in his car to spend the day and he returned for them in the afternoon. Another day a pet chicken occupied the cage. Another time there were rabbits. When these visitors came they furnished many activities for the day; - talks about pets, stories in books, songs, pictures in books, pictures drawn in school, stories composed individually and in groups and the feeding and care of pets.

The keen foresight of the teacher was responsible for

a plan which provided a continuity of undertakings throughout the year. The provision for continuous interaction between home life and school life, in these enterprises, was of especial worth in giving reality to the school life of these children.

The experiences which developed during the year offered varied learning situations. Different pets required special kinds of attention in respect to food, cleanliness and general habits.

Books, stories, pictures, and all means of creative expressions were more important when the children's own live pets furnished the background of interest.

F. A group of fourth grade girls and boys had enjoyed together a great many library books. When one of the group found a good book he talked about it with the others. One morning a member of the class reported that she had heard that the "Story Book Lady", who often entertained young people over the radio, was employed in the book department of a large store and would visit classrooms and tell stories for girls and boys. This was most welcome news. Investigations were made and it was found that the "Story Book Lady" would come if the School provided transportation for her. The children asked for help at home. Two mothers volunteered to go for the lady.

When she came she brought a number of new books from the store for the children to see. She told them several good stories. They had read some of them and some were new to them. They discussed stories and characters which they liked. There was time for browsing through the new books. The children were so thrilled with this visitor that they had her come a second time.

After these experiences the pupils and the teacher decided on some new books to be selected for their school library for another year. Needless to say the children valued their story hours more and grew in their own ability to interest their group with new stories.

The high degree of cooperative living implied in this

story makes it worthy of considerable attention. The children's own class activities gave them a knowledge of books which enabled them to assist in suggesting new books to be bought for their school library. This was a responsibility usually left to teachers.

The children knew that their undertakings had proved worthy when they saw that these activities had not only contributed to their immediate pleasure but also had given them the ability to make contributions to plans for the future.

### Conclusion

These incidents serve to suggest only a few of the many possibilities open to pupils and teachers for bringing life into school activities by the use of free services available in homes, stores and other community institutions.

Both teachers and pupils have to be free to think and plan whenever new interests and needs arise. Freedom and the cooperative planning give pupils a sense of responsibility for the success of their own school life.

### Having Contacts with People through Correspondence

An adult can recall those days in his school experience when he was supposed to have learned the art of letter writing. First, there was drill on the form. He was drilled in placing the various parts of the letter in their proper settings, making sure of good margins. When he was



skilled in the form, then only, could he fill in the spaces with imaginary ideas for imaginary people. He wrote business letters, friendly letters, informal and formal notes. All this was a formal drill process. Regardless of where he lived or what his need might be, he was drilled in all the formal and informal writings required of people in adult life. It was a lifeless academic procedure.

The picture is changing greatly today because modern teachers strive to make every school experience practical. Many teachers who are quick to be aware of the opportune moments for learning experiences find with children frequent needs for writing to people. There are occasions for invitations to be given, for "thank you" notes, for accounts of interesting happenings to be written to people who are concerned about the school life of boys and girls, for requests for information and for business letters.

The incidents which follow will show some procedures which are being used to satisfy children's needs in written contacts with people.

A. In one school which the writer has visited, when a letter is to be written, everyone in the group writes a letter or note, then the group votes on the one to be sent. This is used as a language assignment. Such assignments may be letters of invitations, letters expressing appreciation and thanks for services rendered, or letters of sympathy.

Very likely this practice is used by a great many teachers. Children find purpose in their writing when their

letters are actually sent to people.

B. Another group always composed their letters which the teacher suggested that they write. Each member of the group was encouraged to contribute what he wished until a letter which satisfied the group was written on the board. Then one member was selected to do the copying and mail the letter.

When this procedure is used more children get opportunities to express their respective ideas than in incident one, where only one letter is chosen out of the number written. The members of the group feel more a part of the experience when they must compose the letter cooperatively.

C. The children in one elementary school, which the writer visits, assume responsibility for all written contacts with adults. Invitations, notes of thanks, announcements, requests for services, letters of sympathy and letters of congratulations are group activities. Sometimes every individual is responsible for writing to someone. Sometimes a committee, and sometimes one person is chosen for the job. Often the letters are read to the group for approval. The children are always encouraged to be creative in that they put their own feelings and thoughts expressed in ways characteristic of themselves in their written language. Several letters from this school illustrate this.

Dear Miss \_\_\_\_\_

We are going to have a Christmas party. We have a big fat tree, and it is a pretty green tree. The tree is right by the radiator and we hope it will not dry up.

Our party is at 2 o'clock. We have drawn our Christmas picture.

We have decorated our room.

With many returns,

(written by a third grade boy)  
December 18, 1939

Dear Miss \_\_\_\_\_

As you already know our SCA sponsors a flower show every year and the time has come for the one this year. We hope you won't have any appointments for Wednesday, October 4 at 10:00 A. M. because we would love to have you come. You will meet many varieties of flowers there, Mr. Dahlia and Mrs. Petunia and all the rest. They are all waiting to meet you.

Sincerely yours,

(written by a seventh grade girl)

Dear Miss \_\_\_\_\_

The seventh grade girls and boys of our school wish to thank you for your kindness in lending us your typewriter.

Besides accomplishing our effort in making a poem book, we had many good times with it also.

We were so pleased with it, that at recess we typed letters to kinsfolk and members of the class. We also wrote notes to each other (but Mrs. Carter doesn't know it).

We had many good times using it and thanks a lot.

Yours sincerely,

The Seventh Grade

Much more writing comes from a situation of this kind. Children recognize the fact that they are responsible not only for writing but also for remembering to write, when the occasions arise. Children enjoy, too, the freedom for originality. Each letter gives evidence of this through some unusual expression. "Mr. Dahlia and Mrs. Petunia" in the second letter is one piece of such evidence. These experiences grow in richness when adults express their appreciation of the letters and their unique sayings.

D. A group of seventh grade pupils were having class discussions around the general topic of World Peace. This was in the spring of 1939 and these girls and boys were concerned about what part they might play as young people in contributing to a World Peace. They had some printed material and they had heard talks on the subject but they wanted to get some definite ideas for themselves. They decided that they would like to know what some people in different vocations thought. Each pupil in the group agreed to write to one person whose opinion they all would respect and ask for a written comment. A doctor, a minister, a college president, and a teacher were some of the people who were chosen for this correspondence. The response from the adults was most satisfying to the boys and girls. They received long letters which showed that the adults considered their requests worthy of considerable thought on their part. Some adults sent additional materials for the class files. These letters contributed many ideas for the class discussions. Later two members from this group were chosen to represent their school in a discussion on World Peace with boys and girls from ten other schools. They felt that their help from adults had given them a better background for this experience.

This incident represents a more unusual type of experience in written contacts. Children sensed a need for adult ideas and wrote to persons whom they could not contact otherwise. The value of their own work was more vital to them when they received such recognition from these people. They had not only their own writing to think about, but also letters from adults which gave them insight into the art of letter writing. They received the special information and help needed.

### Conclusion

It is evident that written contacts with adults can be frequent and natural if children and teachers will use purposefully the resources of their community.

Even though the days may be full of work to do teachers need not deprive children of the opportunities to write by personally doing necessary correspondence in order to save time. Both the learning which comes through the use of letters to real people and the relationships with these people, which may lead to more and better experiences, are important.

#### Using the Resources of the Home through "Home Work"

A teacher does not have to think far back into his experiences to recall difficult situations which have arisen out of the very old school custom of requiring home work of all children. The problems which have developed with parents have brought about numerous modifications of this custom; yet problems still exist. Some parents complain of too much home work, others say that there is not enough, and still others contend that there should be none at all.

Many teachers who believe that there are values for the child in relating his home life with his school life are doing various kinds of work with children in the name of "home work" in order to establish desirable relationships with the home.

If the school is to reach its desired goal of getting children's purposes into school activities it does seem that the relationships it establishes with the home should fit in-

to the natural home life of the child. The school should help the child enjoy and grow in a worthy family life.

The descriptions of a few situations may show how some teachers and children are moving in this direction.

A. The teacher of a sixth grade group helped her children make and keep books in which they wrote their assignments of home work while thoughtfully considering their individual needs. She made the assignments to take care of individual's difficulties in skills as far as she was able to analyze the needs. Each child was asked to have his note book signed by one parent every night after he had finished his work and had his parent look it over.

The relationship in such a situation may be happy or unhappy depending upon the teacher's judgment in assigning work not only within the child's ability and understanding, but also with due regard for the parent's understanding of his child and of the school work required. If the job is one the child cannot do for himself and the parent does it for him, it is very probable that nothing is accomplished, since learning to do work involves more than observing another do it.

In type of home work described there is often little for parents and children to share with each other in the way of mutual enjoyment.

B. A seventh grade group who had been discussing buying on the installment plan talked with their parents to find out if they were using this plan to purchase anything in the home. When a pupil found an article being bought by this plan he got all the necessary information for computing what interest was being paid. He calculated the interest and asked his parents for help in considering the

the advantages and the disadvantages in such a plan.

A better type of home work is illustrated in this story. The school fixed the skill and let the child find applications in his home. He was thus finding purpose in school work through experiencing its uses at home. Parents and children probably learned together by thinking through this problem because very likely such calculations were not included in the parents' school experience. Through such relationships at home the child had an opportunity to understand some of the financing problems in his home. This understanding might help him to be more cooperative and considerate in his requests for money.

C. A second grade group who were interested in learning to tell time enjoyed some stories about clocks and other ways of telling time which their teacher read them. The teacher suggested that they talk over with their parents what they were learning about telling time and show their parents that they could tell time by the clocks and watches at home. She suggested that they ask their parents for any interesting experiences they might have had. Many returned with something new to tell the class. One little boy brought a story about a clock which his father had written for him. The father had written the story in language familiar to the child so that he could read it to the class without any help from the teacher.

This relationship seems even more desirable as a natural home setting. Children relate their daily experiences and demonstrate a newly acquired skill by telling the time for their parents. Parents who recognize the opportunity may even give the child greater satisfaction by

giving him frequent opportunities to use this new accomplishment.

The relationship reaches a greater height when the father shares an experience out of his own life in such a way that the child may in turn share it with his schoolmates.

D. A seventh grade group who were giving considerable time and thought to class discussion of the European War situation during the spring of 1939 decided that they wanted to discuss their ideas seriously with their parents. The teacher wrote a note to each parent asking that he set aside one evening to have a "fire-side chat" with his child on the topics which had been discussed in class. She asked further that he make an evaluation in writing on a space provided on her note and return it to her so that she and the children might get ideas for further discussions. Parents and children had much to share with each other. Parental comments were very helpful. They included ideas on the manner of expressing thoughts, organization of thinking, and means of getting ideas. Some comments were entirely complimentary. Others expressed opinions of needs which were seen and which parents might join in helping meet.

The children had been doing school work which was related to adult thinking and doing. They had a background for enjoying family thoughts, which gave them a greater recognition of the importance of school work. This was especially true when adults in the home recognized their thinking by making favorable comments.

The parents, the teacher and the children were together evaluating and setting up new goals. The way was opened for continued home relationships between parents and children. All of this added to the children's feeling of belonging in their family groups. Adults listened with interest and



understanding to their thinking and in turn shared thoughts with them. The provision for continued relationships lifts this type of home work to a higher level than the others related.

### Conclusion

There is no one right way for teachers and children to use home work to build desirable home and school relationships. The incidents related show how certain teachers are working with the problem. Each teacher must solve the problem with her own group as best she can to satisfy the needs existing in her own situation. She may not each day find ways of lifting this experience to as high a type of relationship as she may wish. There may be times when it is highly desirable to have children use some of their time at home with parents in fixing skills which are needed in school work. Yet the teacher may consistently build toward that higher goal of so living with children during the day that she may stimulate them to enjoy many interests with their families. Parents and children may enjoy conversation, books, hobbies, radios, movies, and music together in the home just as teachers and children enjoy these resources together at school. If the school can encourage the child to make use of the resources of his home and provide for him to make use of these resources in his living at school the problem of home work may be on its way to a satisfactory solution.

## Sharing School Achievements through Public Performances

Schools have long used public performances to exhibit pupils' talents and skills as a means of building good public relations. Children have often been put through long periods of training and strain in order that they might appear well before the public. In such programs only the best talent has been chosen and the value of the work has been judged almost entirely by the degree of perfection exhibited.

The more recent trend is that of using public performances as a part of every child's educational experience. He is permitted to share his every day school activities with the public through some culmination activity which is an outgrowth of his own thinking and doing. The child's own growth and development is the chief objective rather than the flawless production of a play, a musical number, or a literary feat.

There are certain needs for recognition in the life of every individual for feelings of success in achievement, for stimulation to growth, and for purposefulness in jobs undertaken. Opportunities to satisfy these needs are afforded in the sharing of school achievements through public performances. The degree of satisfaction to be derived increases with the degree to which one gives of his own creative self.

The following incidents are given to illustrate a little of the variety of such activities to be found in some schools today.

A. In one elementary school the teachers were asked to alternate in providing entertainment features for the monthly P. T. A. meetings. The parents desired programs which featured child activities. The teachers selected pupils from their respective groups. Children who gave recitations well were chosen for such parts. Those who sang or did piano solos participated in that way. A good story teller was sometimes chosen. A good tap dancer or one who jigged had his chance. Individuals and groups were chosen for string instrument music. These programs increased attendance at the meetings and the parents were delighted when their own children performed. The programs did not represent the work of the school save in that the teachers assigned duties for the children and directed the rehearsals of their roles after school and at recess periods.

There is nothing particularly outstanding in this kind of experience for children. It is typical of the entertainment the school has provided for parents. It is listed here because it is still in use in some schools. Children gain feelings of success in their achievements when they are permitted to entertain people with their special talents and skills. Their satisfaction increases when audiences express delight or enjoyment.

B. The principal appointed a group of elementary teachers to be in charge of the spring program which was an annual event for the parents of the school. They selected an operetta which could be used by the whole elementary school and could center around the crowning of the May Queen in the Junior High School. The operetta required elaborate costuming for fairies, grasshoppers, butterflies, frogs, and birds. They were furnished by the parents, and presented a most colorful and pleasing effect. The songs, dances and speaking parts were all well done. This showed good training on the part of the teachers in charge.

Wherever possible the songs were taught in connection with regular classroom music. Special features between acts included numbers by the regular music groups in the school, the rhythm band, the harmonica band, the sixth grade choir, and the drum and bugle corp.

The high school group arranged for the processional and the crowning of the queen after the usual order of such performances. Lovely costuming was a noticeable feature in this part of the program.

The incident here described illustrates a little more valuable type of program because special talents and skills are woven into a big group activity which has a central theme. This required cooperation in sharing, planning and producing in order to make a success of such an undertaking. Of very worthy mention in this incident is the participation of the school music groups. They were ready to contribute because of their everyday experiences in this field. They naturally felt that their achievements in music had value.

C. A second grade group had spent much of their time discussing, reading stories about, drawing pictures of, and dramatizing scenes about helpers in the community. They wrote and staged a play called "A Day in Little Town". This was done with the help of their teacher who worked with them as a member of their group. The children decided what ideas to present. They planned scenes and named the characters. They made all of the scenery and devised their own costumes. Parents were invited on the day the play was given in the school auditorium and enjoyed seeing their children act the parts of parents, children, milkman, paper boy, grocer, customers, garage men, postman, barber, and policeman in Little Town. Songs and dances were interwoven in scenes to add gaiety to the play.

One mother brought a kodak and made pictures which she later gave to the children to keep in their classroom.

The outstanding feature of this illustration is the

children's part in every phase of the work. There had to be much evaluating of experiences. Thinking through work done in relation to life in a town was a necessary activity. Group planning and working to share achievements with parents was also needed. In addition to the joy of participating in such a program of work they had the joy of having achieved the ability to think together, to plan, work and originate ideas.

D. Another group of elementary teachers in a large rural school planned a spring program which would show the parents how children engaged in health, science, music, art, recreation and social activities in their regular school work. They called their program The (name of the school) Way. The program consisted of two original short plays written by the children in connection with some phase of their school life. Other skits were selected by teachers and adapted to their own situations. These plays and skits showed good home life, a comparison of school today and in grandmother's time, pupils using the library, pupils engaging in art activities, a science experience, and a marionette show. All of the musical activities of the school were demonstrated through special features arranged between acts. A large number of visitors attended this program and showed appreciation of the splendid achievements.

This additional incident shows how certain teachers used the children's regular school experiences to devise entertainment for parents. It is recorded because it illustrates an entire school undertaking. The last incident gave the work of only one grade. Here also children had all the joys of sharing their achievements with parents. They could see how their school activities provided real life experiences which both they and their parents regarded as purposeful. Particularly to be appreciated in this situation was the wholehearted cooperation between pupils and teachers in

giving parents a picture of the total life of their school.

E. Four first year high school groups of girls and boys had spent considerable time in their social studies on a study of South American countries and of Mexico. They had made many interesting investigations of the life and customs in these countries. They had been active in making a great many things which were characteristic of these countries. In the spring the four groups decided to cooperate in having a Fiesta. Every person helped. Some made costumes, some created dances and rhythms, some learned songs and others prepared markets of curios and other articles which might be found in the countries studied. One group painted scenery on the back walls of their auditorium stage. This was done to scale. Another group wrote the skit. There were jobs for stage managers, directors and property men.

Experiences in living the South American way became a part of each day's activities.

When the entire school decided to select from their year's work some of the assembly programs which they had enjoyed most and to give a "spring round up" for parents and friends, the first year high school group decided to contribute their Fiesta as their part of the program.

Their entire performance was delightful. The boys and girls acted as if they were having a real Fiesta. They enjoyed it equally as much as the audience and everyone considered it one of the most colorful and thoroughly attractive entertainments their school had given.

The girls and boys in this group had lived richly and had enjoyed it. This culmination activity gave evidence of it even to those who were strangers to the group.

A part of the success of this final outgrowth of the experiences of these four groups was probably due to the fact that the four teachers who worked with them spent six weeks in summer school in a working conference where they delved into possible solutions to the many problems characteristic of first year high school groups. These teachers, along with their principal, engaged in many activities in preparation for planning a year's work with these boys and girls.

Here is a performance for parents which was developed cooperatively by girls, boys and teachers. Each one was allowed to do the work for which he was best suited and all recognized the fact that each contribution was necessary to make the whole job a success. There were no rehearsals

after school or at night. The girls and boys had found means for individual expression through regular classroom activities and there was no stress nor strain from an extra curricula activity. Of especial significance is the one hundred percent participation.

Pupils must have experienced keen satisfaction when they so delighted an audience with the fruits of their own thinking, planning, and working together.

### Conclusion

It seems highly desirable that boys and girls be given opportunities to receive approval of their achievements from the citizens of their community. They gain feelings of satisfaction in the work done because adults express recognition of value in their undertakings. They add to their sense of security in their community groups because they have contributed to the pleasure of the people and have received expressions of appreciation from them.

The incidents recorded show how some teachers made provisions for their pupils to gain these values.

### Sharing School Achievements Through Exhibits

The exhibit is another means by which teachers arrange for children to get recognition from adults for their achievements. There is a long road, however, over which this educational resource has progressed. At one time

exhibits were nightmares for both teachers and children. There was the strain of competition for the children because the best was to be chosen. From that grouping of what the teacher considered best still further selection had to be made by judges who awarded prizes or ribbons. Teachers were kept at their wits end finding new ways to display children's work. They felt the strain of competition with other teachers. The display was the chief aim. Teachers and children alike worked for a good exhibit and they worked many extra hours.

Then the idea originated that the best work throughout the year might be preserved and used for exhibit purposes either at the end of the year or during the next year. This would lessen the strain of getting ready for a display. Parents and friends would see the results of normal class activities.

A still happier thought led teachers to believe that every child was entitled to the right of participation in school displays.

They felt that, even though individuals differ in abilities, each one does some jobs which represent worthy achievement and so is entitled to recognition.

Even more to be appreciated are those teachers who see still further possibilities. They are the teachers who recommend developing with children natural means of using their achievements. They believe that the school



buildings and grounds should be places where children, teachers and community people live together so that there is cooperative planning in creating the total school atmosphere. The pictures on the walls, the bulletin board, the furniture arrangements, the flower arrangements, curtains, pottery, the materials for work, the good housekeeping, the books, the out-of-doors beauty expressed through gardens, walk-ways, and flowers should speak for children. Through these children may express themselves creatively. Individual files of children's written work and art work should be kept so that both children and adults may evaluate growth from time to time. This type of school will not have special exhibits. Everyday is exhibit day when each child contributes his own ideas and energy to the program of living.

The incidents which follow furnish evidence of some exhibits which have been considered valuable in children's experiences.

A. Many P. T. A. organizations which have their regular monthly meetings in the school in the daytime arrange for at least two "Father's Night Meetings" a year and try to get the fathers out. One school uses these occasions to display samples of children's work. After the group meeting each teacher goes to her own classroom where she has displayed some of the work of each child. The display represents the cooperative effort of teacher and children who decided together on what should be displayed and how it should be arranged. They did the work together. Parents are invited to visit the rooms, see the work and talk with the teacher if they wish. There is a general atmosphere of good will. Parents are eager to find pieces of work which children have reminded them to be sure to see. Sometimes the exhibits represent a group enterprise and sometimes

an individual undertaking. After such an occasion pupils, teachers and parents evaluate school work to set up goals ahead.

Many schools provide for this type of display of children's work. The particularly interesting feature of the incident described is the fact that every child participated in selecting and arranging his own work as well as some of the group work. The children's enthusiasm is evidenced through parents' keen interest in seeing some particular piece which has already been described to them by their children. A visitor got the feeling that a rather common place type of experience had been made unique through original planning and working on the part of both children and teachers, and in the ways parents were introduced to the working atmosphere of the school. The parents' favorable reaction to the children's school achievements gave them feelings of success in their work and encouraged them in further efforts to do good jobs.

B. The fifteen elementary schools in one county joined in presenting an exhibit of children's art work at the Valentine Museum in Richmond. Each school was allotted a certain number of pieces of work and the school had to make choices of work to be sent. Teachers and children together decided on work to be exhibited. The whole first floor of the Museum was used for this exhibit. Children and adults were invited to visit the Museum and see the work which was on display for a period of two weeks.

Two adults in the city who were employed by the newspaper staffs to furnish articles for the papers in the field of the drawing and painting arts were invited to visit the Museum and write articles for the paper. The articles served somewhat as an evaluation of the work. They published views on different pieces of work and commented on the outstanding features of the exhibit as a whole.

This exhibit is significant because it enabled children to get recognition in a larger community than the one represented by their local school. They had the privilege, too, of joining with a number of other schools in a project. This enlarged their area of experiences in cooperation with others. Their work was displayed in an institution which provided an appropriate setting and gave dignity to their achievements in a particular field of work. While this exhibit did not provide for participation of all children in actually displaying work done, it did provide for entire group participation in the selection of work which was representative of their school. The teachers found that the children took pride in sharing in this responsibility and received satisfaction in seeing a good piece of work displayed from their group regardless of whose work it might be.

C. The hobby committee in one rural elementary school set up as one objective for the year a spring Hobby Fair at which time each child in school would display and make a talk on his hobby. During the year children talked not only about their own hobbies, but also about the hobbies of their parents. Before the time for the Fair someone suggested that parents be invited to enter their hobbies with the children's hobbies. The parents cooperated splendidly and exhibited their hobbies in the classrooms along with the children's hobbies. They brought complete hobby collections, some of considerable value, some representing their own talents in the arts and some which represented interesting places they had been. The parents held an evening meeting with a speaker who talked on "The Wise Use of Leisure Time". During an immediately following social hour the parents visited the classrooms to see the hobbies on display.

The children realized that they and adults had common interests in a leisure time activity and that they might seek adult cooperation in enjoying their special interests in this activity. They experienced a thrill from seeing their parents' hobby collections exhibited along with theirs. They must have received real encouragement to continue their hobby interests into adulthood, realizing that their interest would grow greater and greater in its value; possibly materially, possibly in genuine pleasure.

Such experiences in mutual sharing with adults may contribute to the development of a child's sense of security in his community group.

D. When the senior garden club in one community asked permission to use the school for its fall flower show the children decided that they would have a show of wild flowers at the same time. They had been learning the wild flowers in their community. This is the same group described in Incident F, page 20. The study of the plant life of their community was already a part of their school program. Each grade group in school had its own place with tables provided for displaying the arrangements of flowers. Everyone participated. Some arrangements were done in baskets, some in vases and some in bases of clay. The children had already learned how to preserve wild flowers and they were careful in getting their flowers for the show to see that the less plentiful ones were not gathered as freely as others and that roots were preserved. The different wild flowers were labeled with both their botanical and their common names.

Here again children engaged in an activity with adults, thus giving added importance to their own work. These children realized though that they had a unique contribution to make to an established adult activity in their community. This made them feel that they were worthy members of a com-

munity group undertaking. These adults had never used wild flowers in their flower shows. There was much they could learn from children about wild flowers. The children were able to make this contribution because of knowledge they had gained through the study and exploration of their community as a part of their school program. They made this a further learning experience by actually observing in practice the ideas they had expressed in discussion about the preservation of wild flowers. The children were free, too, to express themselves creatively through their own arrangements of flowers.

### Conclusion

There are two necessary aims to be considered in making displays of the achievements of children. First, every child should be made to feel at home in his group by being a contributor. Second, the child should be considered above all others in outcomes. No great show of work is ever worth the sacrificing of children's energies or feelings. Some of the illustrations given show that children's own thoughts and efforts may contribute to the whole job and that they can experience both satisfaction in work well done and stimulation to greater achievements in the future.

Participating in Conferences  
with Other Schools through  
School Organizations

Many schools provide ways for boys and girls to meet

and work with boys and girls of other schools in different communities in order to broaden their associations with other young people and to enlarge their conception of communities and community problems. In their conferences they discuss common problems and share interests and abilities. There has been growth, in the types of conferences held over a period of years. They have grown from meetings at which most of the time was given to the reading of long reports of work in different schools to meetings of a laboratory type where boys and girls actually work together during the greater part of the day. There are discussion groups, dancing groups, song groups, fine arts groups, industrial arts groups and many others. Individuals are invited to enter into these activities according to their respective interests.

The three incidents which follow will describe in more detail the work done in some of these laboratory groups which the writer has visited.

A. A group of girls and boys, who had done a great deal of art work in connection with their school activities, were asked to assist the art group in the District Student Cooperative Association<sup>1</sup> conference to be held in a school in another county. They took materials providing for art work with five different art media. Two students from the group were in charge of the materials for each medium and assisted

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<sup>1</sup> The Student Cooperative Association is a state organization for boys and girls which is under the guidance of the Cooperative Education Association of Virginia.

any of the visitors in the use of these materials if they wished to experiment with them. There were fingerpaints, spatter paints, chalks, tempera and frescos. A number of visitors worked with this group and they were very much pleased with their results. They had many new ideas to take home and use in their own school work. The helpers did not do the jobs for them through demonstrations, but stood by to offer guidance when it was needed. This laboratory was set up to give pupils who were interested in art an opportunity to use some materials new to them. Boys and girls from five different counties participated in the work during the day. A number of adults came to observe.

The boys and girls in this situation were given experiences which would help build their sense of security as worthy individuals. Their knowledge and skill, in a work new to some boys and girls in other schools, were being used as contributing factors to others' learning. They realized that their own work was important because they could use it to help others learn. They discovered that they had the ability to get ideas across to others. This was particularly important because these boys and girls whom they were helping were from other schools and communities. They were adjusting to new people and helping them.

B. Another group of girls and boys was asked to be responsible for the leadership of a discussion on How The Student Cooperative Association Provides for Democratic Living in the School. This group made plans and prepared for their job during their own class discussions in their Social Studies. They invited one representative from each of twelve other schools to meet with them one day before the District Conference. Ten representatives were chosen to serve on a panel. One member of the group was made chairman. These girls and boys were made responsible for presenting the main issues to be discussed. The boys and girls cooperated and gave a great deal of time and thought to their subject. On the day of the conference about forty boys and girls from schools in five counties and one city assembled to discuss this topic.

The leader, a seventh grade pupil, handled the discussion splendidly and had almost one hundred percent participation from her group. Several adults who were visiting during the conference came in for this discussion and found it so interesting that they spent all of their time with this group. The girls and boys presented some very worthwhile ideas and discussed them intelligently. The leader did a very good job of summing up the discussion. The adult visitors complimented the entire group on their good discussion.

The only teacher assistance in this discussion was that which took place in the first meeting of this group. One teacher met with the group and worked as a member in helping set up plans. The chairman chosen at this meeting was a pupil of this teacher and of course she held conferences with her teacher in preparation for the job which she had accepted.

This is even more valuable experience than the first mentioned, because the boys and girls were challenged in their thinking by the thinking of others. They had to defend their ideas and think with a group new to them. After much discussion they had to draw conclusions. as a group. They showed ability to think with a group and make themselves understood. They also gave evidence of the ability to understand when others spoke. This undoubtedly gave them some sense of security as individuals. The fact that these young people from so many different schools and communities could get together and discuss a subject intelligently gave each of them a realization of the purposefulness of his own work. They discovered that they were facing in their own schools problems which were being faced in other schools.

The interest shown by the adults added to their appreciation of the worthwhileness of their work.

C. Under the guidance of one teacher another group representing the five counties and one city assumed responsibility



for issuing a newspaper during the day of their District Student Cooperative Association Meeting. This group held one meeting previous to the day of the conference and chose the members to be responsible for the different jobs to be done. An editor, a business manager, several reporters, an artist and an advertising manager were chosen. On the day of the conference the group got busy early in the morning and before the meeting adjourned each person attending the conference received News Flashes of the day. This included editorials, reports from all of the laboratory groups and reports of several interviews with adult visitors. The host school furnished the typists and had the mimeographing done. This was one of the most interesting features of the conference and many of the boys and girls who took part were experiencing for the first time the job of issuing a newspaper.

The boys and girls in this situation realized that they had the most important job of the whole day. They had to become familiar with the work of the day and summarize so that the newspaper which each one took home would give in brief a picture of the whole conference. This necessitated accuracy in observation and in reporting interviews. It required a knowledge of newspaper organization. They had the opportunity to experience in actual practice what they had learned previously from books. The purposefulness of the activity was clear to everyone. This working group made a worthwhile contribution to everyone present at the conference. They had not only their interesting newspaper to give them satisfaction in their achievements but also enthusiastic expressions of appreciation from the entire group. The size of the group and the fact that they represented a much larger area than a single local community gave these young people greater satisfaction in their contribution.

## Conclusions

Working with larger groups representative of other schools gives boys and girls a consciousness of the process of working cooperatively in more wide spread areas than their own school community. They understand better how adults share opinions, draw conclusions and set up plans of work for the common good through the same processes.

Adjusting to new places and new people gives them a wider range of contacts and thus increases their understanding of much of the work of the world about them.

Being accepted by new people as contributors to a group enterprise adds to their sense of security as worthy individuals.

Seeing that they are engaging in work in their school which enables them to feel at home in these new groups increases their respect for their own school jobs.

These values seem to justify the time and money spent in providing for children's participation in work with other schools, so long as their work represents cooperative effort toward a common good.

## Participating in Radio Broadcasts

Radio broadcasts are becoming quite popular in schools so located that arrangements can be made with broadcasting companies to use children's school activities. This is a good educational experience for children. They learn, by

actually making a broadcast, just how it is done. They have greater appreciation of radio programs because they can visualize the making of them after having had the experience themselves.

Children can get satisfaction in their achievements when they are permitted to share them with others through so wide an area of contacts and through so active a force in present day experience as the radio.

This represents another type of public performance, however, and should be used as naturally and as purposefully as possible in children's school activities.

The following incidents describe some ways in which several schools joined in a series of broadcasts which were sponsored by the educational department of one broadcasting station.

A. During the school year 1939-40, one of the Richmond broadcasting stations sponsored an educational program every Thursday at 11:30 A. M. The manager of these programs took all necessary equipment to the schools and made a recording which was used when the broadcast was made. This was done to give as natural a setting as possible. One purpose of the program was to acquaint radio listeners with the type of work done in public schools. One school asked to participate had a group of third grade children who had engaged in some choral reading in their classroom to add to the enjoyment of a number of poems they were reading. They decided to prepare some of these poems for their radio program. Another group in the same school, who had formed a good school choir, prepared a program of songs (Christmas carols) and choral readings which told the story of the Nativity. (This program came in December.)

A radio was taken to school on the day of the broadcast and the whole school assembled in the auditorium to hear it. Everyone seemed to experience real joy in having his school represented on the air. Parents listened at home and expressed great satisfaction in achievements of their

children.

A radio program was prepared by using special talents already developed to some extent. The broadcast, however, required special practice by the children. Through this practice they became conscious of the needs in voice training because their voices were to be recorded and every word had to be clear and pleasingly spoken. Much which they had been doing just for fun became purposeful in a quite different way and required more work. Now they were expressing themselves to a much larger audience than they had ever had before, and they were expressing themselves through an entirely new medium.

The making of the recording was a new educational experience for these children. They were, as a result, able to understand how many radio programs were prepared, and they experienced, too, how victrola records were made.

B. Another school had decided to give a specially prepared meeting of the safety council as their program. The supervisor stopped by one morning when they were having the regular monthly meeting of their Student Cooperative Association. This meeting included reports from each grade in school about the interesting activities going on in their classrooms, and reports of committee work for the SCA. The program closed with a hobby play written and acted by members of the second grade. The supervisor was so strongly impressed with this program that she suggested that it be used for the radio program and that it not be rehearsed. The recording was made as nearly as possible the exact duplication of the meeting of the SCA which occurred two days before.

This experience provided all the educational advan-

tages mentioned in the preceding one. It was more inclusive in that it took in activities throughout the entire school, thus providing for the participation of more children. It represented, too, a natural school activity which had no features added for the recording. This impressed the children with the value of their school activities.

C. A sixth grade group in another school was invited to take part in this same series of broadcasts as substitutes for a group which found out at the last minute that it could not accept the opportunity. It was impossible for the recording to be made at the school in time to be used and so this group was invited to the radio station to make its broadcast in person. The pupils gave a program of entertainment which they had prepared especially for an assembly in their school.

At the radio station they had an opportunity to visit and see the whole broadcasting outfit.

This program may not equal the previous ones in type of performance since it was not as closely related to the normal daily programs of the school. It is recorded because it represents a visit to the radio station and the experience of actually broadcasting from the station which, to children, may appear to be more typical of radio work than the recording.

D. A third grade teacher whose children had done some interesting work in science kept a written record of the various expressions and activities centering around their experiences with an earthworm and prepared a program from this written record. The program included their use of the microscope in looking at their worm and their readings in books about the worm and their discussions in class. They had learned a very interesting song about a worm and closed their program with the singing of this song.

A value not expressed in the other incidents is evident here. This story pictures a classroom setting and shows interesting class activities in a natural learning situation. Children were impressed with the worth of their regular class program. It was being used to give people who could not visit them an opportunity to enjoy and appreciate some of the children's investigations in their school experiences. The program for the recording had to be especially prepared. The teacher gave it as much reality as possible by keeping her written record of what had actually happened when the children made this study.

Many who listened to the broadcast said that they felt a genuineness in the experience enacted.

### Conclusion

The children who engaged in the radio activities described realized a number of values. They had experiences in adjusting to a medium of expression which was new to them. These experiences broadened their understanding of this field of communication. They were told that the programs were being given so that many people, who could not visit them, might have an opportunity to enjoy and appreciate the school life of the present day. Therefore they knew that they were contributing to the adults' understanding of some phases of modern school life.

These children became conscious of many needs for improvement in themselves because of the evaluations they had to

make in preparing to broadcast. They made evaluations again after the broadcast. They realized the importance of developing a pleasing tone of voice. They became conscious of errors in pronunciation and of poor enunciation. They learned the importance of being able to express their thoughts in clear yet brief statements through having to do so because of the time element they had to consider in their radio work.

The illustrations presented give an idea of the possibilities in radio work for children. In the writer's mind there are questions concerning the dangers of children being exploited. Should not their radio experiences, like their experiences with other mechanical devices, contribute to natural living? Should not they be permitted to grow through radio work without being expected to undergo any strain of competition with each other or with adults?

#### Using the Radio in the Classroom

Just as a good book, a newspaper, a magazine, a lecture, a victrola recording, or a movie is used to enrich classroom activities so is the radio used. Many of the radio broadcasting companies distribute special bulletins which announce future broadcasts. The daily newspapers give this same information. The American School of the Air furnishes guide books far in advance of their programs. Many teachers and children form the habit of using these guides to select programs which enrich their daily activities. Children sense

real values in their school work when a discussion, a talk, a bit of music or a dramatic selection on the radio serves to clarify their thinking, to provoke further discussion or to add to their appreciation of beauty in the arts.

The following incidents serve to illustrate a few interesting experiences of children in listening to the radio.

A. A girl in a sixth grade group came to school one morning and reported that her father was broadcasting over the radio that day. The children were interested in this parent. He was a minister in their community and he had been associated with young people in both their school and their church activities. They were eager to hear this broadcast. They turned on their radio at the proper time and listened with interest to this adult whom they already knew. It was a new experience for this group to hear a representative from their own community on the radio.

A fine pupil-teacher and pupil-pupil relationship must have existed in this classroom. There was freedom to pause in the midst of the day's activities to share a thrilling experience with a member of their group. The little girl, while in school, could enjoy an event in her family life which gave them all a sense of pride. The sincere interest of her class mates must have added to her own enjoyment.

B. During a visit to a classroom one day the writer saw some very interesting drawings displayed. When she admired them the teacher explained that the pupils had enjoyed the music program on the American School of the Air so much one day that some of them had wanted to draw pictures to illustrate what they felt and heard. The music had expressed the composer's musical impression of certain common place sounds like those of insects in motion and of a mule jogging along a road.

A radio program inspired children to creativeness



through a medium of expression which was familiar to them. The teacher shared their interest and encouraged their desire to be creative. The radio was used further to introduce children to beauty in the arts. This is of especial significance when children's sources of such beauty are limited.

C. On a visit with a seventh grade group one day the writer found them listening to an interesting discussion of causes of crime and of ways of preventing crimes. This discussion fitted into some problems the group was already investigating in their social studies program. At the close of the radio program the pupils continued their class discussion and considered the points which had been brought out on the radio program. The boys and girls were keenly interested and did a good job of thinking through what they had heard.

The young people were already interested in a social problem which affected present day living. They had been reading for information and adding their own ideas in discussion. A radio program was found to add to their own thinking. They gained satisfaction in being able to listen intelligently to an adult discussion and to weigh values in adult opinions when they continued their own discussion.

School work, to them, was vital because problems being faced by adults were being investigated at school.

D. During a conference with one teacher about interesting activities in which her pupils were engaging she told how they had managed to listen to one of Hitler's speeches over the radio. There was no radio in the school so she drove her car up on the school grounds and used the radio in it. The children went out-of-doors and gathered around the car to listen. This was a speech in which the general public was interested so the children were delighted that they had a way provided for them to listen. Some of the children took maps out with them and located the places on the map when Hitler referred to them in his speech.

This means of listening to a radio program was used several times during the year. The next year the children joined with the teacher in raising funds for a radio for their classroom. They had realized how much it could add to their activities.

Particularly to be appreciated in this incident is the fact that the teacher found a way of letting her pupils share an interest and an experience in a radio broadcast which was keenly alive in the minds of people all over the world. Still another very significant act was the use of the maps. Probably one of the greatest services which the radio has rendered has been that of bringing the countries of the world closer together. In this experience as children were listening to a man speak from so great a distance, they were sensing through map studies his location and the location of other places to which he referred. They were aware of the great importance of the radio in world affairs.

### Conclusion

The radio is a very necessary piece of equipment in the present day school. Through its use children can be kept in touch with people, places and things which directly affect their living. No newspaper account and no report from another person can exactly take the place for them of listening to a broadcast for themselves.

There is another educational value to be realized through wise use of the radio in the school. When children find the radio stimulating and useful in their school activi-

ties they may be guided in the type of programs to be enjoyed at home. The teacher has an opportunity to lift the child's enjoyment to a higher level both in appreciation and understanding when she provides these school radio experiences.

### Making Studies of the Community

A very good beginning step for some teachers and pupils who wish to use community resources in their school work and yet have not found any definite problems on which to begin is to make a survey or study of their community in general in order to become acquainted with what it has to offer. This background furnishes a store house of material from which more specific information may be drawn. It also gives children and teachers an acquaintance with people which may lead to cooperative efforts for community improvement at a later date.

Several teachers in one county situation formed a study group to discuss the topic "Using and Developing the Resources of the Community". These teachers felt that they could gain more if they developed some activities with their pupils and shared outcomes of their discussions. The three incidents which follow describe the work of some of these teachers and their pupils. The delightful result of it all is the fact that all of the teachers wished to continue their discussion group another year. They felt that they were better able to develop purposeful activities in com-

munity relationships with their pupils and would have more to share in discussion.

A. Three teachers of intermediates in one school became interested in making a survey of their community with their pupils. They decided that each group should be responsible for a different phase of the survey. One group made a study of occupational interests and resources, another of the recreational resources; and the third group investigated the educational and religious opportunities offered. Both teachers and pupils learned many interesting facts. The data gathered were filed for future reference. The studies were made through visits to places, examination of county records and interviews with people. The teachers felt that the pupils gained more appreciation of their community through these experiences. Many interesting people were discovered. The pupils wished to invite some of these people to school at later dates to make talks.

The groups who had occupational interests as their job became interested in the rich historic background they found and made a rather complete study of the history of the community. They learned that it had been a part of Powhatan's hunting ground; that John Rolfe had lived there with his Indian bride, Pocahontas; that there was once an Indian massacre in this community; that during the Revolutionary War days Cornwallis crossed the James and made one of the farms in this community his headquarters; and that some battles of the War Between the States were fought on the very grounds which formed their present community.

All of this along with many present day interests made them see their community in a new light.

These pupils and teachers made a study which helped them become better informed citizens in their community and as the teachers said, they were more appreciative of their environment. Having had these experiences greater value may later be derived if pupils and teachers will use this background of information as an inspiration for requesting the assistance which adults in the community may give them in their school work; and for a means of finding ways by which they may work toward community improvement.

B. A group of sixth grade pupils made a survey of their community to be better informed about resources. They listed places of interest they wanted to know more about. Different members of the group assumed responsibility for collecting information about these different places. When the pupils found interesting people who could help them with their study they invited them to school to meet the whole group and talk with them. Several adults accepted the invitations, visited the schools and worked with the pupils in their study. Parents cooperated beautifully and supplied as much help as they could. The group made a book of their findings and illustrated it with their own drawings. They gave this book to the library.

They asked for cooperation from all pupils in school in the use of a questionnaire to find out the occupational and recreational interests represented in their community. They made a chart showing the occupations represented. They discussed the importance of each occupation and saw how each kind of work done contributed to their living. They realized the interdependence existing among people, even the people right around them.

One parent wrote a very interesting account of his work for his daughter to share with her classmates.

This incident was particularly important in its school situation because it was the pupils' first experience in bringing adults into the school to share experiences with them. The pupils were pleased that adults recognized value in their achievements.

In children's own written evaluation they said, they found conversation with other people more interesting after this study, and that they appreciated the work of others after they had worked with a number of people and had thought together of how important each job was. The children said that they appreciated all fields of work more because they realized that each of these fields was needed in group life.

It is reasonable to believe that the interest of this group will continue and others will be stimulated to use

community resources. These pupils shared their study with others in school through the use of the questionnaire, through an assembly program and through their gift to the library of the book.

C. A third group of intermediates who engaged in a study of their community had experiences similar to those described in incident one and two. They went further in their work, however, by interesting parents and other community people in improving the recreational facilities of their community. Their study showed a very limited recreational experience on the part of both adults and young people. The children's concern over this problem interested adults. As a result a number of meetings were held to discuss the problem and the possible solutions. Young people and adults went to work and really made improvements which not only took care of recreational needs, but also improved attitudes and the general spirit of cooperativeness in the community.

When children and teachers can evaluate their achievements in terms of improved community conditions and attitudes of people there is no question in their minds concerning the worth of their undertakings.

The work begun by these girls and boys with their teacher has possibilities for continuing in other areas now that the people have once cooperated in a movement for common welfare.

### Conclusion

These incidents illustrate some of the values to be gained from community studies. Children get a knowledge of the resources from which they may draw specific help when it is needed. They make contacts with people and places and so broaden their areas of relationships in the community. They

find new interests. Children discover problems which they may help solve. All of these resources offer possibilities for a continuity of purposes in their work, and for interaction in their school and community living.

Participating in the Work  
of Adult Community Insti-  
tutions

There is possibly no one single experience which so well satisfies the basic human need of having a sense of "belonging" as that of being a contributor in one's social group. This satisfaction increases with the degree to which one truly gives of himself rather than of his material possessions. The great heights in giving are reached when one may think to himself, a part of that which is I had been given, received, recognized and made useful.

Schools which recognize such values provide various means whereby children may be contributors in their communities. There are, however, contributions which range all the way from the giving of one's discarded possessions which were in the beginning gifts from others to the giving of one's own creative self.

The following incidents serve to illustrate:

A. In one county the schools assisted the Welfare Department by assuming responsibility for a certain number of baskets for the needy at Thanksgiving and at Christmas. The children brought contributions of food, books, clothes, toys and money and filled their baskets. Committees of adults were appointed by the Welfare Department to collect the baskets and distribute them to the families listed.

Each school participated in this work by contributing according to its enrollment and its material wealth. Each grade in the school assumed some responsibility.

One school made this a very lovely occasion one year by having an assembly program in which the whole school participated by singing Christmas Songs and reading the story of the Nativity. As the last song was being sung the stage curtains were drawn disclosing the Manger Scene in pantomime. During the singing high school boys came down the aisle bringing the baskets and placing them on tables at the foot of the stage.

Through this kind of assistance in community work children experience a feeling of having helped with the responsibility for providing for the less fortunate. They share their material possessions and get some satisfaction out of helping to make others happy. This sharing, however, may not have been any sacrifice on their part. They were probably giving what their parents provided for them to give and also some of their own possessions which were no longer of use to them. Such participation has its place and is commendable. It makes children aware of the needs of some people and of some of the problems existing in the community. This awareness may be the first step in stimulating thoughts concerning solutions of problems.

The particular incident described was very impressive and made one conscious of the true spirit of Christmas giving. The way every student joined in the singing and thus shared in the assembly program made visitors feel the unusually fine group spirit which was characteristic of the incident.



B. Two seventh grade groups designed and made one hundred place cards for a Thanksgiving luncheon for an adult organization. There were four different designs. One, a very attractive representation of the "Mayflower" was done with blue and white drawing paper. Another, a pilgrim hat, was made with black and grey drawing paper. A third design was a yellow pumpkin with a green stem. This also was done with drawing paper. The fourth was a bowl of fruit made with the same type of materials. The children enjoyed originating and designing appropriate Thanksgiving cards. They were pleased that they could use their art work to serve such an occasion.

This incident lifts the participation to a higher level since the children had to use their own energies and inject their own thinking into the services rendered. They had to use their own resourcefulness to find ideas for making cards suitable for the occasion. Through their own art work the cards were made. The height of their satisfaction came when adults approved and used their contribution.

C. The sixth grade choirs from two rural elementary schools joined with the senior choir in a nearby city church in furnishing a program of music on a Thanksgiving night at the John Marshall High School Auditorium for the Virginia Education Association. The County music supervisor was choir director for this church. The choirs had met together one evening for rehearsal. They sang several numbers together and then, each individual choir rendered some selections. The majority of the numbers sung were those which the children had already learned in their school work. Everyone present seemed most appreciative of the abilities showed by the choirs and of the lovely program of music.

The cooperative undertaking, of both youth and adult groups to contribute to the enjoyment of other adults, is the strong point of this illustration. Children had the satisfaction of showing their ability to combine their talents in music with those of an adult group already accepted

in their community as good singers. The approval of the audience evidenced in their attitude of listening and applauding gave the children a conviction of value in their achievements.

D. When the County Health Department wanted to insure protection against diphtheria by getting all children immunized with the toxoid, the seventh grade pupils in one school volunteered to survey their community and find the children who needed the toxoid. In their school work they made a study of the importance of this immunization. The information gained enabled them to explain the reason for immunization to any parents who questioned it. The pupils made the survey. Later, they gave notices to parents about the clinic to be held in their school to give toxoid to those who needed it. As a result of their work a large percent of the children were immunized.

In this situation the children's contributions were of great value because they assumed the entire responsibility for carrying through a job for an adult organization and of convincing other adults that certain health precautions were necessary for their children. The health facts gotten from their school subjects became purposeful to them when they had to use them to convince others. The arrangements for making the survey required thinking and planning a new technique for doing a job. The final result of having greatly increased the percent of children in their community who were protected against diphtheria gave keen satisfaction in having contributed worthily to the welfare of their community.

### Conclusion

A number of values to children are evident in these stories. Some children shared with adults in giving to the

needy, and so, gained a satisfaction in being contributors to the physical needs of certain people. Some children contributed to the pleasure of recognized adult groups, and, thereby, realized success in their school achievements. One group assumed the responsibility for a job, and, in so doing, aided a community organization in its work. There were times when children gave information to adults. At other times children and adults combined their talents in making contributions. In every case children saw the good results to be gained through cooperative efforts of community groups. This should help them to build good attitudes of cooperation in further undertakings.

Through all of the relationships described children may develop a sense of security as worthy individuals in their communities. They contributed worthily. Their contributions were accepted and used to produce good results.

#### Working with Adults for Community Improvement

Often children engage in worthwhile enterprises with adults when no particular institution or group of institutions outside of the school is responsible. Children sometimes interest some adults in a plan or one or more adults get certain ideas and seek children's help in working out community projects.

The values derived are much the same as those mentioned in the immediately preceding incidents.

There are several incidents which will illustrate.

A. A few weeks before the Christmas Season one year the Virginia Electric and Power Company had just completed power lines through a small village which afforded electric service in the entire community. Everyone was conscious of the many conveniences and pleasures to be had through this service. Somehow the idea got around that a community Christmas tree would greatly add to the Christmas spirit that year. The school children volunteered their services to secure and plant a tree. The mayor of the town said the town would furnish electricity free of charge. One citizen offered the use of a very lovely triangular plot of ground in a rather central part of the village. One of the electricians who worked for the V. E. P. offered his help in the wiring of the tree. The children contributed some funds from one of their school organizations to buy bulbs. Some bulbs and all the wires and sockets were contributed by the electrician. Several school boys assisted in wiring the tree. A great many people came out on the night the tree was lighted and groups formed and sang Christmas carols.

Everyone seemed most appreciative of the beauty which this tree added to the community during the Christmas season. The cooperation of both young people and adults had made it possible.

In this experience children shared with adults their time, their abilities and their money in an activity which gave pleasure to all. They experienced a sense of community pride in this their first community project. The very name community tree helped them feel a togetherness in sharing its beauty.

B. In the same village a citizen of the community wrote a note to the school one morning and asked if any one there would be interested in getting some shrubs to plant. She was transplanting her shrubbery and had some extras to share. When some of the children were asked what they thought of the possibilities of beautifying the school grounds with some of these plants they responded enthusiastically. They carried the plans further and canvassed the school asking that children bring plants from home if they had any to share. Some ladies in town who had worked on their own garden projects took over the job of directing the planting. High school boys who studied agriculture did the planting under the direction of their teacher. The children cooperated after this in keeping grass plots in front of the school.

In a year or so the school grounds became very attractive. Their beauty could be enjoyed by everyone since the school was located in a central part of the village. The agriculture classes assumed the responsibility of caring for the shrubbery, keeping it pruned and in good condition. Other plants were contributed from time to time and the school beautification continued.

Through this cooperative work individuals were stimulated to improve their home grounds. There was much trading of plants and sharing among community people both young and old, until one noticed greatly improved conditions in the beautification of grounds.

This enterprise provided for a continuity of experience and growth in both home and school life. Children and adults could enjoy the fruits of their labor for years to come and could contribute more and more to the improvement of the work begun. These continued relationships could lead to still other meaningful experiences.

C. In the early spring of the year, one school group which had made a study of their community to discover its needs became aware of the very poor recreational facilities provided and also of the limited areas in which people sought recreation. As they discussed this problem the adults became interested in what the children were saying. They decided that better means of recreation might help some boys in the community who were becoming problems, destroying property and were frequenting unwholesome places. Small groups of children, young people and adults began to meet to discuss this problem. As a first project a community baseball club was formed under the leadership of a young man. He organized teams for younger boys as well as for the older ones. More and more ideas for recreational interests were suggested and a number of people were called in to help. A recreational council was formed. It consisted of community boys and girls and adults. The county manager was invited to attend. He became interested and offered some county support.

As a result of all the cooperation and work a very nice recreational center has been established at the school. Leaders have been chosen to help direct activities. The community planned a grand opening for July 12. There were games, picnics and a general get-together for both old and young.

The teachers in the school noticed improved attitudes of children as a result of this enterprise. School property was better cared for. Some of the destructiveness which was generally in evidence after a week end when children played around school or when any community gathering was held began to disappear entirely. Interests in play were provided for children, young people and for adults. There was no time for the mischief which had heretofore grown out of idleness. The teachers saw also in the community a spirit of cooperation which had been sadly lacking before this recreational project began.

This story illustrates significant values because it shows how children shared in solving a social problem which was growing more and more serious in their community. It provides for continuity in growth through community living. The growth in human relationships through this activity may carry over into other phases of community living until still other improved conditions may result. While much that was done had to be directed by adults, the children had the satisfaction of knowing that their own thinking and investigations through their school work planted the seeds which eventually brought forth such a harvest. The fact that children are members of the council and share in the planning shows them that they are being recognized for their contributions.

### Conclusion

The experiences in planning and sharing for community improvement had many values for the children. Their relationships with the adults increased the importance of the work for them. They naturally wanted to gain recognition from older people who were already securely established in their com-

munities. Such recognition would add to their own sense of security which they were striving, unconsciously, to build.

Of still greater significance was the opportunity to assist in executing plans which could be evaluated in terms of improved community conditions. This gave them due sense of the value of their undertakings.

The enterprises in which they engaged afforded the same experiences in cooperative living which have been described in other incidents in this study.

These values to be derived by children should serve as potent factors in stimulating teachers and children to include problems in community living in their school work. The problems should be the ones to which children may make their contribution to the degree in which they can interpret them and use them in their thinking and doing.

## CHAPTER III

### CONCLUSIONS

The analyses of the incidents described in this study revealed three findings. A wide range of school and community relationships is available. Children derive values from these relationships. The values to be derived vary according to the ways in which the contacts are made and used. These three conclusions are discussed in this chapter in the order in which they have been stated.

#### A Wide Range of Possible School and Community Relationships is Available for School Children

This study of children's contacts with their communities disclosed a range of fourteen types of resources in which these contacts were being made. They are:

1. Using the assistance of talented and skilled adults in the community.
2. Making school excursions in the community.
3. Having personal interviews with adults in the community.
4. Using the free services of persons and materials provided through community institutions.
5. Having contacts with adults through correspondence.
6. Using the resources of the home through "home work".



7. Sharing school achievements through public performances.
8. Sharing school achievements through exhibits.
9. Participating in conferences with other schools through school organizations.
10. Participating in radio broadcasts.
11. Using the radio in the classroom.
12. Making studies of the community.
13. Participating in the work of adult community institutions.
14. Working with adults for community improvement.

Under these fourteen classifications, fifty-nine incidents showing how school children made use of community resources have been described and analyzed. These reveal a still wider range in that the incidents in each of the groups vary in the ways in which the contacts were made and used.

The school territory represented in this study is comparatively small. The communities in which the schools are located are small, rural communities. They have the advantage of being located near cities. They vary from very poor to above the average in material wealth. On the whole, however, because of the small number of schools and because of the similarities in resources due to location and size of schools, this study must be considered merely a beginning of

what might be the range of possible activities. If, then this research reveals the range indicated in the above statements, is it not reasonable to believe that other studies made in more varied settings and dealings with a larger number of situations may give a still wider range? May not more expansion be expected, also, when teachers and children acquire further experiences in searching for relationships in their communities?

The writer has not been able to find studies of the same type as this one: namely, that of assembling and analyzing happenings in the field of school and community relations in the average schools of the country - schools that make no claims to more than that of fairly normal development in the light of present day trends in education. It, seems, then, that the field is open for more investigation and study as the efforts to realize opportunities for school-community cooperation become more widespread.

There are Values for School  
Children in Their Use of the  
Resources of Their Community

The findings in this study reveal the fact that many values are derived by children from using the resources of their community in connection with school life. There is a great overlapping of values in the different incidents described in the study, due to the fact that concomitant learnings occurred in most situations regardless of what the

specific aims were. These values might be classified under various types of values. In this concluding chapter, the values are discussed as eight types.

Children Get a Greater Understanding of the World About Them Through the Wide Range of Contacts Occurring in Varied Settings.

There are incidents in Chapter Two which show how pupils are given contacts in their communities with people, places and things through trips, interviews, and work with adults. Descriptions of these contacts show how children gained a better understanding of the world about them. A group of children had a trip to a bakery, a post-office and a fire department.<sup>1</sup> On this trip they had a policeman meet them and guide them safely in a congested traffic area. These children showed through later experiences that they had gained a greater understanding of both the places and the people contacted. Their drawings, original stories, readings and free exchange of ideas revealed this understanding.

Children Become Conscious of How Their School Work is Related to Community Life and Work.

In the experiences recorded in Chapter Two there are situations in which children were led to become conscious of

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<sup>1</sup> Incident D, Page 28.

the similarities in their school activities and the work being done by adults in their community. One group of children listened to a radio program in which the topic discussed was the same topic that they were considering in their civics class. In some instances adults expressed recognition of value in children's work. The incidents describing children's public performances and the exhibits of their school work have accounts of parents' recognition of jobs well done. At times children and adults worked cooperatively for community improvement. In one community parents and children improved the school grounds and also their own yards with shrubs and flowers.<sup>2</sup> All these relationships gave reality to school work since they became a part of life in school and the community, rather than merely an assumed preparation for a life to be lived when one grew up.

#### Children Form Habits of Accurate Observation in the Community.

Among the illustrations cited in this study, there are descriptions of visits to places to get needed information, and accounts of interviews with adults also for the purpose of securing information. Some activities involved observations of the natural life of the community to get first hand knowledge. There was one scientific experiment conducted with

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<sup>2</sup> Incident B, Page 86.

rats to determine the value of milk in the diet. All such experiences gave opportunities for children to form the habit of making accurate observation. For, in each case, correct results from the work depended upon their ability to be accurate observers.

#### Children Develop Ability to Think and Work Cooperatively with School and Community Groups.

A number of incidents used in Chapter Two are accounts of cooperative undertakings. Some describe children at work with each other, some describe children at work with one adult, and others show groups of children working with groups of adults. These experiences helped the children to grow in their ability to work effectively with each other and with adults. A further analysis of this value may be helpful. Listed below are specific statements of some ways through which growth in these cooperative undertakings took place.

- (a) Through using opportunities to present ideas to adults.
- (b) Through actual experiences of understanding when adults or young people in a group presented ideas or plans.
- (c) Through a recognition of authority when working together in the community.
- (d) Through having opportunities to weigh actions with the group.

- (e) Through an opportunity to maintain individuality while living with the total community group.
- (f) Through the experience of drawing conclusions with the group when acting together with adults in carrying out plans.
- (g) Through an attempt to discover needs through acting with adults in work.
- (h) Through a conscious thinking in terms of the welfare of others when working with a community group.
- (i) Through opportunities for taking turns and giving others a chance in community life.
- (j) Through an understanding of the worth in others when acting together in community work.
- (k) Through a wise use of freedom after developing consideration for others through working together in community affairs.
- (l) Through being responsible for sensing problems when working together in community activities.
- (m) Through the necessity for using judgment in knowing where to start with improvements; starting where things are and as they are.
- (n) Through experiences demanding tolerance of the opinions and experiences of others.
- (o) Through voluntarily accepting responsibility and carrying work through.

### Children Become Conscious of the Results of Co-operative Efforts with Adults.

There are fruits of cooperative effort which make children conscious of the values to be obtained through their work with adults. A group of boys solved their difficulty in some carpentry work by asking the assistance of a skilled carpenter in the community. The carpenter worked with them, not for them. They saw how his skill and assistance along with their work produced satisfactory results.<sup>3</sup> Children and adults through cooperative effort were able to secure a recreational center for their community.<sup>4</sup> There are still other incidents in this study that give similar evidence of results obtained through joint efforts of children and adults.

On some occasions children could see their own unique contribution in a joint undertaking with adults. The children because of their knowledge of wild flowers in their community were able to add some attractive flower arrangements to the annual flower show put on by the senior garden club.<sup>5</sup>

### Children Learn How People are Dependent on Each Other.

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<sup>3</sup> Incident D, Page 19

<sup>4</sup> Incident C, Page 87

<sup>5</sup> Incident D, Page 63

The excursions in the community and the contacts with adults described in this study show children using the services of people in a wide variety of occupations. Through actual contacts with people the children became conscious of the fact that people are responsible for manufactured articles, ideas in books, and many services which are accepted daily without much thought of the work, or of the people involved. A loaf of bread is appreciated more after one has visited the bakery and talked with the workers there about the processes used in making that loaf. Pleasant associations with a policeman as he directs a school group through traffic and looks after their safety makes the pupils feel that the policeman is a needed friend rather than a person to be feared because he enforces the law. Other illustrations might be cited but these will suffice to make clear the meaning of this value, namely, that through the use of a wide variety of community resources, teachers can help pupils to gain a consciousness of the interdependence that exists among the people in a community; and to learn that the happiness and general welfare of the community results from the successful work of many people.

Children develop a Belief in the Potential Worth  
of Human Beings.

Many of the fifty-nine incidents analyzed in Chapter two are descriptions of children in their associations with



people. Sometimes the contacts are made in their immediate communities and at other times they are made in surrounding communities. Children were having an opportunity to see the contributions made by a number of different people to the community life because people in varied walks of life were represented. Business men, skilled laborers, professional people, a physically handicapped person, parents, factory workers, and people in public service were included. In each case the children showed by their responses that they respected these people for the contribution each was able to make through his own particular type of work.

In one group, after the children had made a survey of the human resources in the community and had experienced relationships with a number of people, they made an evaluation of these experiences. One statement in their evaluation was that they could appreciate the work of more people and that they had come to feel that everyone, even a person with some physical handicap, could contribute worthily to group life.

#### Children Develop a Sense of Security as Individuals in Their Social Groups.

It is rather generally recognized that every individual needs a sense of belonging in his social group. It is also rather widely accepted that in order to have this sense of belonging, two things are necessary. First, the person must be a contributor to his group, and second, he must have

a feeling that his contribution is accepted and used. Through such means the child gains a sense of security in his group life.

As the schools provided for participation in community living in the ways described in a number of incidents in Chapter Two, the children had this sense of security strengthened. This was accomplished in the following ways:

- (a) Through an expressed recognition of his thoughts and actions by adults who were recognized by other adults.
- (b) Through the satisfaction of having contributed to community welfare.
- (c) Through developing ability to assume responsibility for some community activities.
- (d) Through giving of self as well as material possessions in offering plans, presenting ideas, and making things.
- (e) Through developing a feeling of independence in self-expression.
- (f) Through having the freedom to maintain his individuality within the group.

The Values Derived by Children From Their Use of the Resources of Their Community Vary According to the Ways in Which the Contacts are Made and Used.

There were a number of incidents collected which

could be grouped under the heading: Using the Services of Talented and Skilled Adults in the Community. In analyzing these incidents it was found that in some cases the children merely called to mind certain facts that they already knew about these adults, and thus found help in analyzing some problem they were discussing. In other instances, the services of people were secured by having them come to the classroom and give talks or give demonstrations. This brought about a person to person contact which, of course, has a different value from that of merely calling a person to mind. Others used the services of individuals in their community by asking for assistance of expert advice on some piece of work already under way. This working side by side with the adult gave still another value. One group joined in an enterprise requiring the assistance of adults over a long period of time. This continuity of relationships in an undertaking represented a value not evident in the contacts already mentioned.

All of these methods of getting help from community people served some purpose, but the values to the children varied according to the way the contact was made and used.

In the incidents under each of the fourteen types of uses of community resources, the writer found that the values in children's activities varied in a manner somewhat similar to that presented in the above illustration. For this reason several incidents were selected for each of these fourteen types. It seems possible that in further studies involving

more schools in more varied settings and a greater number of incidents, still other variations may be disclosed.

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