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## A Study of Changes in School and Community Resulting from Cooperative Action of Community Leaders and Teachers.

Woodrow Wilson Piland  
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A STUDY OF CHANGES IN SCHOOL AND COMMUNITY  
RESULTING FROM COOPERATIVE ACTION OF  
COMMUNITY LEADERS AND TEACHERS

by

WOODROW WILSON PILAND

SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS  
OF  
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FOR THE DEGREE OF  
MASTER OF ARTS  
1945

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## CHAPTER I

### THE PROBLEM AND SETTING FOR THE STUDY

"To teach a child properly it is necessary to know what his possibilities are; that is, what he should become, not merely what we would like him to be. Education then is the result of natural and spontaneous action of the mind. It is not something poured into the mind."<sup>1</sup>

The school exists to improve the student's attending it, and they, in turn, improve the community which supports the school. Regardless of type or scope of the educational program, the community and child are in a process of continuous change. This fact must be recognized from time to time by the school authorities in order that the purposes of the school and community may be correlated. Davis<sup>2</sup> summarizes the matter when he says that by understanding better the prevailing situations and trends in a community, the school should find itself in a position to render more effective service.

If the above point of view is accepted then it follows that in order to discharge satisfactorily its function the school personnel should have a greater understanding of the community. Teachers will need to know how to secure accurate information about the local community and discover ways of utilizing it in the program of instruction.

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1. E. H. Wilds, The Foundations of Modern Education, Farrar and Rinehardt, New York, 1942, pp. 469-70.

2. G. Davis, "Knowing the Neighborhood Helps the Principal Plan Pupil Activities", Nation's Schools, LVIII (December 1936), p. 31-32.

Children spend but one-fourth of each school day under the direction of teachers. The school is by no means the sole agency for education. The home was formerly the basic institution for setting the pattern of living and establishing permanent life values. In recent years there has been a tendency for the school to assume a larger responsibility for functions once belonging to the home and other community agencies. When the home fails to discharge its function, the school or some other agency should bridge the gap until the home can function again. It is undesirable for teachers to think that they can perform alone in six hours functions formerly done in home, church, school and other community agencies. For the school to serve the needs of children adequately it must secure cooperation from parents, church officials and other community groups. If these institutions fail, the school should stimulate each to a greater regard for its responsibility.

The author of this study shares the belief of many that problems of children in school often originate in the homes and community. Experience with men called before selective Service Boards has revealed that rejections for physical reasons were due in many cases to malnutrition in early childhood, and rejections for illiteracy were due to the failure of the community to enforce attendance laws or to develop school programs and to provide financial support sufficient to hold children in school. The value of motive

in learning has been demonstrated many times by men branded in schools as unable to learn who achieved unusual success as a result of a will to learn.

In order to test the validity of these assumptions the author considered it wise when planning the program of professional training for the faculty of the Jefferson School to give attention to the following items:

1. Means of motivating teachers to study children and to make them conscious of the needs of children.
2. The causes of non-promotion among students.
3. Health and recreational pursuits of children.
4. Better relationship between parents and teachers.

Thorndike agrees and gives strength to these assumptions:

Education as a whole should make human beings wish each other well, should increase the sum of human energy and happiness and decrease the sum of discomforts of human beings that are or will be, and should foster the higher, impersonal pleasures. These aims of education, in general - good will to men, useful and happy lives, and noble employment - are the ultimate aims of school education in particular. Its proximate aims are to give boys and girls health in mind and body, information about the world of nature and men, worthy interests in knowledge and actions, a multitude of habits of thought, feeling, and behavior, and ideals of efficiency, honor, duty, love and service.)

B. E. L. Thorndyke, The Principles of Teaching, - A. G. Seiler, New York, 1906, pp. 3-4.

## SETTING OF THE STUDY

This study was made in the Thomas Jefferson Elementary School, Suffolk, Virginia. The City of Suffolk is a rather typical small city in Tidewater, Virginia. Suffolk is known as the Peanut Capitol of the world, being surrounded by very fertile soil, well adapted to the raising of peanuts in large quantities. The processing of these peanuts is done in Suffolk, which provides employment for many mill workers in the community. The famous Planters Nut and Chocolate Company has its headquarters in Suffolk; its business affords employment for several hundred people. Suffolk is the county seat for the governing agencies of Nansemond County. Total employment for the city is 5,795, the total earnings annually being \$3,899,795.00. There are fifty-seven industries and nine public utilities employing citizens of Suffolk and Nansemond County.<sup>4</sup>

The white population of the City of Suffolk is served by three elementary and one high school, one of these elementary schools is the Thomas Jefferson Elementary School, under consideration in this study. The school system's personnel consists of fifty-two white teachers, five principals, an elementary supervisor and a superintendent. The superintendent has the responsibility of administering the negro schools as well as of the white.

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4. Chamber of Commerce, Suffolk, Virginia, 1944.

The building used by the school in this study is a two story brick building with spacious basements housing the furnace room, storage rooms, diversified occupational shops, mechanical drawing laboratory, office for the principal, and rest rooms for the boys and girls. There are sixteen classrooms, one of which is used for audio-visual education activities and as a library. There is no auditorium, but there is access to the auditorium in the high school which is twenty feet east of the Jefferson building.

The staff of the school consists of fifteen classroom teachers, a music instructor, a religious education director, and two full time janitors. One of the teachers teaches art in the afternoon, and the principal performs administrative work in the morning and classroom teaching in the afternoon.

Four of the eighteen people on the professional staff do not hold degrees, and are teaching with Normal Professional Certificates. Fourteen of the teachers have AB degrees; three are working on the M. A. degree. The experience of the teachers ranges from three to twenty-two years. At the time this study was made five of the teachers were teaching in the building for the first year, but each had had at least three years of experience elsewhere.

In the school, mass classroom instruction was common with little attention being paid to the bright or slow learning children. The children were not given the benefit of

assembly programs, organized physical education, supervised art under a trained teacher, nor did they have access to audio-visual education, even though the equipment was in the building.

The Jefferson school has an enrollment of four hundred twenty-five students, which averages less than thirty pupils per teacher. The school year consists of one hundred eighty days, and the length of the day is from 8:45-3:23, with a thirty minute physical education period in the morning, and a noon recess period of seventy-five minutes. There is no departmental work. The children are under the constant supervision of the same teacher from the time they arrive in the morning until they leave in the afternoon.

#### PROBLEM OF THE STUDY

When school opened for the fall term in 1943, there was considerable publicity concerning juvenile delinquency in the City of Suffolk and in many instances children of the Thomas Jefferson School were involved. This was pointed out in newspaper articles. The principal of the school called this to the attention of the teachers and asked that each teacher study the causes of delinquency and be prepared to offer some suggestions as to the part the school might play in eliminating them.

Since both teachers and community leaders were interested in the prevention of juvenile delinquency, this seemed to be a good area in which to study the needs of children. This interest could serve as a means of getting teachers to

study both children and the community. The investigator saw in this study an opportunity to evaluate the school program and perhaps cause modifications as a result of the needs of the children and the community being discovered by the faculty members rather than by administrative order. The faculty agreed to this suggestion. The study of pupil needs became the center of interest of the faculty and records were kept of the proceedings which furnish the evidence for this study. The problem of the school and of this study may be stated as follows:

1. What happens when the faculty of the Jefferson School, parents and community leaders unite in studying the needs of the children?

A. What changes result in the school?

B. How does the professional status and behavior of the faculty change?

C. How do parents react to the greater interest of the school personnel in the home and community?

#### PLAN FOR GATHERING DATA

The faculty and the principal decided that data should be collected to determine whether or not the school was satisfactorily meeting its responsibility, as expressed in quotations from Thorndike, Davis and Wilds, (see footnotes 1, 2, and 3.) It was realized that in order for the undertaking to be successful, the interest of the faculty, students, and parents must be developed. In order to obtain reliable



information, and to promote cooperation on the part of parents, the Executive Committee of the Parent-Teacher Association was called in for a discussion. The faculty working with the Executive Committee of the Parent-Teacher Association decided to send out a questionnaire (see appendix) to the parents of the children in the Jefferson School.

This questionnaire was used to show the need of modifications in the school offering. It also served as a means of getting parents to study children.

Much use was made of the facilities of the agencies in the city that had information available. Since much of the information needed in this study was not to be found in documents, considerable research was necessary in certain offices of the agencies of the city where such data could be secured.

Following is a list of the sources that provided information which proved useful, with a statement of the type of material obtained from each source:

1. Office of the Suffolk City School Board-school census reports of 1940-1945, number of physical defects and corrections in the Jefferson School during the period of this study.

2. The office of the Juvenile Court and the Police Department - these were visited and time was spent in an effort to secure data on crime and delinquency (in connection with social and community conditions with great emphasis upon

elementary age children). There was a very small amount of data to be had from these sources.

3. Office of the Chamber of Commerce - the number of industries, churches, income and number of employed in the city.

4. Records in the Office of the Principal of the Jefferson School.

Since much of the information needed in this study was not to be found in objective form, the questionnaire method of investigation was used. This was a means of securing some significant data regarding the habits of school children at home, their interests, and their ability to assume responsibility in the home.

The principal asked for evaluations of progress made in the school, and the Superintendent of schools in Suffolk, the Supervisor of elementary schools of Suffolk, the President of the Parent-Teacher Association, and the supervisor of Physical Education from the State Department of Education, Richmond, Virginia, responded.

#### PRESENTATION OF THE STUDY

The organization of the remainder of this study is as follows: Chapter II will present and analyze the data resulting from the questionnaire and from other sources; Chapter III will discuss some changes that resulted from the study; and Chapter IV will summarize the study, will present certain conclusions, and suggest certain recommendations that seem desirable in light of the findings of the study.

## CHAPTER II

### PRESENTATION AND ANALYSIS OF DATA

Guiding teachers in the study of children. It was deemed desirable to coordinate the efforts of the staff in order that the members of the group might improve their ability to attack problems concerning children. A meeting of the teachers was called for the first night of school to secure the approval of the staff for studying children as the aim for the year. This was a very informal meeting with almost everyone participating in a discussion of trends in education and problems facing urban schools. This meeting furnished an excellent opportunity for the principal to study personalities and to see who should be appointed on the various committees of the faculty.

This social meeting was unique experience for these teachers, and met with their approval as indicated by the following comments:

Miss A. declared, "It is a real pleasure to have teachers' meetings when teachers can express opinions and not have to listen to others all of the time."

Miss C., who is one of the sixth grade teachers said, "Social meetings and gatherings are what the teachers of this school need."

Miss D., who is one of the first grade teachers said, "Teachers are more willing to cooperate when they are given an opportunity to be on a social level with the higher officials."

## USE OF FACULTY COMMITTEES

To further the faculty's participation, a Faculty Planning Committee was appointed during the second meeting of the staff. This committee was assigned the responsibility of working with the principal in developing policies on matters pertaining to the school.

A meeting of the Planning Committee was called to discuss the possibility of starting a permanent cumulative record system including a collection of anecdotal records to show the behavior of children, and to secure in other forms information. Other means were considered for obtaining information about children included the use of a questionnaires.

A list of several questions had been prepared for the questionnaire and it was placed in the hands of each of the three teachers on the Faculty Planning Committee. This questionnaire prepared by the faculty was sent to the homes of the children for parents to fill out. The following reasons were given for sending the questionnaire to parents: (a) to give each teacher an insight into the child's home environment, his activities outside of school, and his use of leisure time; (b) to furnish a basis for discovering the needs of the individual; and (c) to provide a means by which the parents might study their own children, since parents would have to spend some time in thinking of the child in order to answer the questions intelligently.

In order to show how teachers' attitudes changed as a result of work on professional problems, each teacher on the

committee was asked to give her opinions of the questionnaire and to offer suggestions for making it more effective. These comments indicate professional attitudes at the beginning of this experience.

Miss X., the fifth grade representative made the following remark: "I do not believe that it is wise to find out the 'bad' things about a student because it might influence one's opinion of a student. I think that a teacher should be allowed to find out what is wrong without having a written record to accompany the child to the next grade."

Miss G., the third grade teacher on the committee said, "I do not agree with Miss X. I believe that a teacher can be broadminded enough to understand that a person can improve. I believe that if a teacher knows that the child has certain weaknesses it gives her a starting place in the beginning of the year in planning her work for the student. I think the anecdotal records will be of great value, because the teacher will be constantly looking for growth and instances where she might start stimulation for growth."

Miss B., the seventh grade member of the committee said, "The questionnaire contains some pertinent information. When a teacher knows the things listed, she will be more sympathetic and understanding. She can guide to more desirable development."

Miss X., the fifth grade teacher and the first to respond on the committee then said, "I did not quite understand

the purpose of the records. I thoroughly agree that both forms of record will be worthwhile. I wish to suggest that more constructive or complimentary remarks be written about the students than the average teacher usually inserts."

Several faculty meetings were held between September and January to discuss the contents of the questionnaire. On January 21, 1944, the faculty met in the library with the chairs arranged in a semi-circle to provide informality. A copy of the questionnaire which had been made by the Planning Committee was given to each teacher. Time was allowed for all to read the questions and to make additions or criticisms. To test the adequacy of this means of obtaining information, the principal asked, "If you were a parent, would you like for your child's teacher to have this information?" This brought forth various responses; again indicating the need for common understanding among teachers. The following comments indicate the attitudes of teachers:

Miss M., who believed that the teacher had no further responsibility than to teach the children as a group, said, "I think this will be a waste of time. Parents will not answer the questions."

Miss J., with much sarcasm said, "I should like to know the purpose of this; is it just to keep teachers busy?"

Miss K., who in the past had taken advantage of every opportunity to learn more of her children, said, "I think it is one of the best ways of doing something to better under-

stand our children. When we, as teachers, have made this study, given it serious thought, presented the findings to the Parent-Teacher Association and to the other organizations, we can say that we have done our share in showing the needs of the school."

After discussing the proposal, a vote was taken by the faculty which revealed a unanimous agreement that the questionnaire<sup>1</sup> should be sent to the homes.

On January 24, 1944, the questionnaire blanks were given to the children with instructions to take them home and to ask their parents to fill them out. Students were urged to ask their parents to be very frank in answering the questionnaires.

The parents responded unusually well since ninety-two percent of the blanks were returned by the end of the week. In compiling the data from the questionnaire it was noted that some parents were in sympathy with the study, and some were not. Some of the comments made by the parents are as follows:

Mrs. K., who was quite wealthy and financially able to give her children everything money could buy said, "I think it is a shame for the school to pry into the private affairs of the children. I am able to care for my children and do not wish to have some one telling me how to care for them."

Mrs. L., who had been active in several of the civic organizations, wrote at the bottom of her questionnaire, "I think this is one of the finest things that the school has

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1. Appendix, p. 1

undertaken in several years. Parents should appreciate the interest of teachers in the children. It has caused me to do some thinking about my own two children."

Many parents made other comments, too numerous to enumerate and discuss, but the general opinion was that the study was desirable.

The faculty of the school made professional progress in this study as evidenced by an increased interest in the problems of children. Further study of children and their needs was a result of using the questionnaire. Several articles were read and a written report made. This report is found in the appendix.<sup>2</sup> Briefly, this study revealed to the faculty of the Jefferson School, that through observation the teacher learns the behavior of the children in the classroom, on the playground, and in out-of-school activities. She gains knowledge of the child through home visitation and through parent-teacher relationships at meetings. This method of study is important, according to Driscoll who points out that, "Observation is the principal method to be used in the study of children's behaviour."<sup>3</sup>

Driscoll also gives strength to the thesis of this study in:<sup>4</sup>

There are no set rules for pursuing the sort of education that recognizes individual differences. Through understanding of human behavior on the one hand and understanding of our culture on the other, the teacher must continually evaluate procedures to enable children to move forward with realistic self-assurance.

2. Appendix p. 7.

3. Gertrude Driscoll, How to Study the Behavior of Children, Bureau of Publications, Teachers College, Columbia University, New York, 1943. p. 17.

~~Ibid, p. 82.~~



## STUDY OF CAUSES FOR NON-PROMOTION

In making a study of children, consideration should be given to the academic progress. This method is one means of determining the success of the school. Having collected some information about the home background, the faculty decided to see if this factor could have any influence upon the success and failure within the school. Upon examination of report cards it was discovered that about twenty per cent of the students were doing unsatisfactory work. This information was given to teachers, and it was decided that a study of the causes should be made.

The superintendent was invited to the faculty meeting to introduce the study of non-promotions. He analyzed the causes of failure and discussed with the faculty the results of non-promotion and methods of preventing failure. The most common causes for non-promotion, as pointed out by the superintendent were; inadequate mental capacity for learning, lack of readiness, unhelpful teacher personality, absences, poor home environment, failure to individualize instruction, and loss of confidence and insecurity in the ability to learn on part of the pupils.

To further the professional knowledge of the teachers, the principal encouraged the study of the following check list by teachers to be used as a guide in the study of non-promotions: (a) number of children in each family, (b) relative

age of pupil with reference to his brothers and sisters; i.e., whether the child was the oldest or youngest of several children, (c) whether or not there was a new baby in the home, and if so, the attitude of the pupil regarding it, (d) relationship existing between father and mother, between parents and child, (e) economic background, (f) excessive shyness, or aggressiveness of child, (g) special talents of pupils as well as the academic achievement levels attained in subjects in which standard tests were available, (h) emotional stability, and (i) pupil's play interest and physical skills.<sup>5</sup>

I In order to go further into the study of pupil failure, each teacher was requested to list all of the pupils in her room who, she thought, were not doing the quality of work that would merit promotion, and to state in one or more sentences the reasons that she thought caused the child to do such work. The reports made by teachers about children tallied closely with the grades on the report cards. Many teachers found visits to the homes necessary before making the report of the causes of non-promotion.

In the report from the teachers there were eighty-four children listed as possible failures. This was twenty per cent of the membership of the school. The faculty considered this percentage was alarming and felt that the prob-

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5. Bureau of Publications, Teachers College, Columbia University, Pupil Progress in the Elementary School, #5, 1943, p. 26.

lem of non-promotion deserved further study.

For the sake of comparing the per cent of failures in the Jefferson School with the average per cent of failures for larger cities, the survey of Saunders<sup>6</sup> will be used. In this survey the investigator found that four per cent of the students were given non-promotions in several large cities in the nation during the two decades 1920-40. This proportion of pupils failing was somewhat lower than that found in the Jefferson School. There are many factors which might have caused the difference. Perhaps larger cities have fewer failures because the social background of the children is different, or the philosophy of promotions on the part of teachers and principals is more liberal.

There were fifteen boys listed in the group of possible failures who were over age for their grades. Teachers were asked to permit those boys to take special work in the shop in order that their interest in school might be extended by giving them an opportunity to learn something of mechanics. These fifteen boys were from the fifth, sixth and seventh grades. They were assigned to one fifty minute period each week in the shop.

The boys were called into the library for instructions from the principal before going to the class.

6. C. Saunders, Promotion or Failure for the Elementary School Pupil? Bureau of Publications, Teachers College, Columbia University, New York, 1941, p.14.

They were advised of the possibilities of employment which demands skilled hands. They were told by the principal, "It is advisable that all of you remain in school and become more mature physically and mentally before you go out for work. The school is giving you a chance to become more skilled with your hands in woodwork and with metals in the shop which will better prepare you for the type of work in which you are more interested. Due to the length of time you will probably be in school, you should apply yourself in the shop and attempt to do better work there than you have done in the classroom. I want to see some evidences of your interest and efforts in the way of articles that you will be making after you have learned to use the machinery.

"The course you are about to take is one that is very important to man, one which teaches him to use his hands as well as his head. In this line of work you will be able to see your own mistakes. In your English you were shown your mistakes; in many courses you never knew where your mistakes were. In the shop mistakes will show up clearly later. If one cuts a board too short or too long, it is not going to fit; if you place your hands in front of a saw, you will quickly see and feel what you did wrong. You can never cover your mistakes made in the shop. You may start over on a job, but you will not be able to make progress rapidly. Please pay strict attention to the shop instructor

and realize that he is there to assist you and feel free to ask questions."

These fifteen boys made good in the shop. They did not use good English, but they soon learned to use their heads skillfully and made several pieces of furniture that were creditable to elementary boys. The articles that were made included bookends, bookcases, shoeshine boxes, necktie racks, medicine cabinets, bird-houses and magazine racks.

#### OUTSIDE WORK

The information on the questionnaire revealed that forty-seven of the pupils were working after school hours. This situation was investigated to determine whether or not it could be a cause of non-promotion. Six of the pupils were working in theaters taking up tickets, acting as ushers, or cleaning. The manager of the theatres was asked to dismiss the boys before the closing hours, eleven-thirty at night. This hour was considered too late for elementary children to be working. All of the boys working were making unsatisfactory progress in school, often going to sleep before the close of school. Table I presents data relative to pupil employment.

TABLE I

THE NUMBER OF CHILDREN WORKING AFTER SCHOOL HOURS  
IN JEFFERSON SCHOOL, 1944, IN SUFFOLK, VIRGINIA

Grade	Number in grade*	Yes	No	Number Responds	Per cent Working
FIRST	54	1	43	44	2.3%
SECOND	54	2	48	50	4.0%
THIRD	28	0	20	20	0.0%
FOURTH	32	1	25	26	3.8%
FIFTH	30	5	21	26	19.2%
SIXTH	119	16	93	109	14.6%
SEVENTH	108	22	71	93	23.6%
TOTAL	425	47	321	368	12.9%

While the ages of the majority of the pupils employed indicate compliance with the Labor Laws by parents and merchants, yet there were four children below the fifth grade under the working age who worked after school hours. These boys were employed as delivery boys by local merchants and were over age for the grade placement.

An examination of the records of the grades showed that there were more failures in the sixth and seventh grades than elsewhere. This might indicate that the students of these grades were spending too much time on outside work.

\*Note: The columns, number in grade and number of responses do not tally because some parents did not answer certain questions and eight per cent of the questionnaires were not returned.

Of the sixteen pupils in the sixth grade listed as working, twelve were not doing satisfactory work in school; in the seventh grade, eleven of the twenty-two were not doing satisfactorily. The faculty made an observation of the movie attendance of the sixth and seventh grade students and found that the majority of those working were boys who had begun to have dates and wanted extra money in order to attend movies. An investigation revealed that it was not necessary for these boys to work in order to contribute to the economic support of their families. Table II indicates that upper grade children attended the movies more frequently than those in the lower grades. Movie attendance was studied as one possible cause for the high percentage of pupil failures. Information on the questionnaire revealed that forty-seven per cent of the students were attending the movies more than once a week. Surveys of movie attendance have indicated that, on the average, children of elementary age attend once a week.<sup>7</sup>

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7. C.P.Paine, Foundations of Study, MacMillan, New York, 1940. p. 42

TABLE II

MOVIE ATTENDANCE BY THE STUDENTS IN THE JEFFERSON  
SCHOOL, IN SUFFOLK, VIRGINIA, 1944

Grade	No. in Grade	4 times per wk.	3 times per wk.	2 times per wk.	1 time per wk.	Less
FIRST	54	0	2	7	18	10
SECOND	54	0	5	14	21	6
THIRD	28	0	2	6	7	0
FOURTH	32	1	4	8	10	3
FIFTH	30	0	4	8	9	0
SIXTH	119	2	14	50	43	0
SEVENTH	108	1	6	32	38	0
<b>TOTAL</b>	<b>425</b>	<b>4</b>	<b>37</b>	<b>125</b>	<b>146</b>	<b>19</b>

Table II indicates that the students of the Jefferson School were attending movies more than the average for the nation. Perhaps one reason for high movie attendance was the fact that the community had no recreation center and there was little else for the children to do. An investigation of grades revealed that only two of the children attending more than twice a week were doing satisfactory work in classes. Through the questionnaire it was found that Western pictures were the most popular among the students. Perhaps this fact should be evaluated in its possible relation to the craving on the part of the children for emotional excitement, which might inhibit further study.



## PROVIDING FOR HEALTH OF THE CHILDREN

The returns from the questionnaire revealed that there were children in the school who were undernourished. This was thought to be a possible cause for non-promotion and deserved further consideration. Perhaps the children were not receiving adequate health information in school. At least a study of the health program of the school seemed to be needed. Evidence of undernourishment of children in the school is shown in Table III.

TABLE III

THE NUMBER OF CHILDREN IN THE JEFFERSON SCHOOL WHO EAT AND WHO DO NOT EAT BREAKFAST BEFORE COMING TO SCHOOL

Does your child eat breakfast before he comes to school?					
Grade	No. in Grade	Yes	Per cent	No	No. answered
FIRST	54	48	88.8%	6	54
SECOND	54	46	92.0%	4	50
THIRD	28	17	85.0%	3	20
FOURTH	32	21	80.8%	5	26
FIFTH	30	19	73.1%	7	26
SIXTH	119	96	86.5%	15	111
SEVENTH	108	85	95.5%	4	89
TOTAL	425	332	88.3%	44	376

This Table shows that eleven per cent of the children were attending school without breakfast. Parents

wrote comments on the questionnaire giving reasons similar to the following: "John just will not eat in the mornings."; "Henry gets up too late to eat and get to school on time."; "I cannot afford to have three meals a day, so we have a meal in the middle of the day and an evening meal."

The Table contains information that caused much concern, and arrangements were made to care for the ones who could not afford breakfast.

When the information was passed to the Parent-Teacher Association, the principal asked that a committee be appointed to investigate the conditions of the forty-four children attending school without breakfast. This committee met with the principal and devised plans whereby the indigent children, which numbered twelve of the forty-four, might be served breakfast in the home economics kitchen at 9:30 each morning. The home economics teacher was to be in charge of the meals. The senior class girls did the buying, preparing and serving. This project was helpful to the high school girls since they were required to plan meals, to weigh the children daily, to carry on conversations with them, and to teach them proper table manners. The records in the files of the home economics department indicate that the children all gained weight during the year; the gains ranged from eight pounds to fifteen pounds. The report cards of the children showed improvement not only in classwork but in personality traits as well.

These twelve children were from homes in which the parents were not well educated, since none had completed more than the sixth grade. The above statements indicate that the project was successful, both for the elementary children and the high school girls.

The program was financed by the Parent-Teacher Association, and carried on at a total cost for the year of \$87.70.

In addition to providing breakfast for these twelve children, milk was provided for the children of the school who were not able to buy it. During the school year 1943-44 6,851 bottles of milk were given to the under-privileged children, while during the year 1944-45 7,307 bottles of milk were furnished free of charge.<sup>8</sup>

During the term 1944-45 the School Board paid for one hundred forty-two X-ray examinations for the students of the school. During the year 1943-44 there were three hundred thirty-seven physical defects involving seventy-nine and three-tenths per cent of the children. There were one hundred-eighty-seven corrections made during this year, fifty-five per cent of the children having the defects had them corrected. The Parent-Teacher Association paid for thirty-two. There were three hundred twenty defects in the beginning of the 1944-45 term, involving seventy-five per cent of the school enrollment. During the year there were one hundred-

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<sup>8</sup>. Data obtained from the Office of the Principal, Jefferson School.

forty-two corrections, involving forty-four per cent of the total defects. Of this group the Parent-Teacher Association financed fifty-one.<sup>9</sup>

As a summary of the study of non-promotions, Table IV gives information to validate the efforts and results of the faculty.

TABLE IV

RESULTS OF THE STUDY OF CAUSES FOR FAILURE IN THE JEFFERSON SCHOOL IN JANUARY THROUGH MAY, 1944.

	Number	Percent of estimated failures
First estimate of failures - - - -	84	
Normal promotions of that number -	18	21
Promotions (automatic) - - - - -	15	17.85
Pupils failing of this group- - - -	45	53.37
Number slated to go to summer school - - - - -	35	
Number repeating in the school - -	71	16
Failures not included in the original eighty-four - - - - -	26	
Students who moved in after the estimation and failed - - - - -	18	
School membership- - - - -	425	

9. Data obtained from the Office of the Suffolk City School Board.

The number listed originally was reduced fifty per cent as a result of the study; therefore, it seems that the faculty removed some of the causes of failure. It is, perhaps, a significant fact that only three per cent of the students were given automatic promotions.

Items were included in the questionnaire concerning outside work, attendance of movies and health. Data concerning these areas were collected and the results were presented in Tables I, II, and III. These three phases of child study are closely related to the problem stated for this investigation. Desirable results were achieved as the faculty and community coordinated their activities in the interest of the school children. Some of the desirable effects were:

Outside work. The six boys working in the theatre until the closing hours left their jobs at an earlier hour or discontinued work all together. It was discovered that there were more failures in the sixth and seventh grades, partially caused by working too many hours after school. Investigation showed that many of the boys working were doing so in order to earn extra spending money, rather than contributing to the economic standing of the family.

Attendance at movies. It was discovered in this phase of the study that almost eleven per cent of the students were attending the movies more than twice a week. Thirty per cent of the students were attending twice a week. Parents were notified of the number of failures within the above

group and urged to permit their children to attend movies only one time each week, which would be more in keeping with the national average for elementary children. The factor of movie attendance proved to have a definite effect upon child promotion in the school.

Health. It was assumed that there is a high relationship between school progress and a well balanced diet. The program of hot lunches developed by parents and the faculty provided for the undernourished and, thereby, eliminated a few of the failures. This was considered desirable not only from the point of view of school achievement but for social adjustment and physical development of the pupils as well. Provisions were made for the correction of physical defects by civic clubs and the Parent-Teacher Association.

Effects of the special courses. The fifteen boys selected to take work in the shop were all advanced to the next grade at the conclusion of the school year. Their interest was maintained whereas it was non-existent prior to working in the shop. They learned to perform tasks which they could not have mastered in the classroom. The approval of parents of this phase of the program was indicated by many complimentary remarks and requests that the program be continued.

#### RECREATION IN THE JEFFERSON SCHOOL

With realization that the physical development of a child is important, the faculty was led to consider ways of improving the play program of the school. This was con-

sidered an important phase in the coordination of the faculty and community planning for the education of the child in his entirety.

The Jefferson School's recreational program in the fall of 1942 was not considered satisfactory by the State Department of Education. Visits by the State Supervisor of Physical Education led the faculty to believe that much improvement could be made. The children were not under supervision and the types of games entered into were not of the most desirable. The children played some softball, but most of the period was spent in aimless activity.

With this need for improvement in mind, the faculty began to study the bulletin furnished by the Department of Education and plans were made to have supervised play periods.<sup>10</sup>

The size of the playground presented a serious problem from the very beginning. There was insufficient space for all of the students to play at one time. It was decided to divide the children by floors for the activity period. In this manner about one-half of the students were on the grounds at one time.

The first floor houses the children from the first grade through the fifth grade. They were to have their period from 10:30 - 11:00. The first three grades were not to have competitive sports, in accordance with the wishes of the State Department of Education. The fourth and fifth grades were to

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10. Virginia Department of Education, Physical Education in Elementary Schools, 1942

play intra-mural games. The boys of the fourth grade and the fifth grade were to play each other, with the fifth grade teacher as supervisor. The fourth and fifth grade girls were to play and have the fourth grade teacher to supervise them.

The second floor had three sections of the sixth grade and four sections of the seventh grade. A schedule was made out in October. The following sports were offered for the boys: football, softball, high jump and volleyball. The children of each room played a different game each week and had different opponents until each room had played with all of the groups. The girls were offered the following program: softball, volleyball, basketball, kickball, and tennis. They, too, played different games and had different opponents each week.

The program consisted of formal exercises for five to ten minutes, and twenty minutes of games. During the last five minutes the children were permitted to use the rest rooms.

The children who were not engaged in sports due to colds or other sickness were given less strenuous play and in this manner there was one hundred per cent participation. This latter group did such things as walking, helping with records, checking others on physical education tests, keeping time and score. Some of the students were advised by their family physicians to use the period for rest; consequently, they were permitted to do so.

The tests in physical education that were furnished



by the State Department had not been satisfactory in the Jefferson School. These tests had as their purpose the checking on various skills that seemed pertinent in physical development. These skills were not being developed in the school due to the lack of equipment. The tests were administered but the results did not mean a great deal because the students were not being tested for activities they were accustomed to performing. The test results provided proof of the inadequacy of the facilities of the school and indicated the need for parent and faculty understanding of these needs.

The principal asked the Parent-Teacher Association for playground equipment, and pointed out the inadequacy of that being used. This association furnished funds for the purchasing of two slides, one for the small children and a larger one for the older children. It also provided money for the purchasing of a monkey jungle, softballs, bats, volleyballs and kickballs.

The problem of recreation was studied further through the use of the questionnaire. The faculty was of the opinion that the program could be improved only with the assistance and knowledge of the parents. Tables V, VI, and VII reveal that there is a need for more study of recreational needs.

Information in the following tables was taken from the questionnaire:

TABLE V

THE NUMBER OF CHILDREN IN THE JEFFERSON SCHOOL WHO DO NOT HAVE AMPLE SPACE FOR PLAY AT HOME AND THE NUMBER WHO GET INTO UNNECESSARY ARGUMENTS WITH PLAYMATES

Grade	No. in grade	Does he have plenty of space at home?		Does he play with people his age?		Does he get into unnecessary arguments?		
		Yes	No	Yes	No	Yes	No	No. answered
FIRST	54	48	6	51	3	18	36	54
SECOND	54	45	5	38	12	18	32	50
THIRD	28	20	0	19	1	2	18	20
FOURTH	32	23	3	23	3	10	16	26
FIFTH	30	28	2	28	2	10	20	30
SIXTH	119	74	10	80	4	20	64	84
SEVENTH	108	84	5	84	5	24	65	89
TOTAL	425	322	31	333	30	108	251	353

According to Table V there seems to be a high relationship between ample space for play and arguments with the playmates. This study indicates the prevalence of a number of arguments among students not of the same age grouping since the children who had the greatest number of arguments played with children of other ages. There seems to be a relation between desirable play behavior and proper supervision. Since the home, in a considerable percentage of cases, did not provide such supervision, it seemed desirable for the school to assume this responsibility of supervision.

The findings revealed in this table led to an

effort to provide a summer recreational program by the Suffolk School Board and the Suffolk Community Council. The organization of the summer play program will be discussed in detail in the next chapter.

The results of the questionnaire showed the number of parents who wished to have a center for children to remain after school closed. This is shown in Table VI.

TABLE VI

THE NUMBER OF PARENTS OF CHILDREN IN THE JEFFERSON SCHOOL WHO WOULD LIKE FOR THE CHILDREN TO REMAIN AT SCHOOL OR AT SOME RECREATIONAL CENTER AFTER SCHOOL UNDER SUPERVISION

Grade	No. in grade	Yes	Per cent Affirmative	No	No. answered
FIRST	54	16	29.6%	38	54
SECOND	54	15	27.7%	35	50
THIRD	28	8	25.0%	12	20
FOURTH	32	10	31.2%	16	26
FIFTH	30	12	40.0%	14	26
SIXTH	119	35	29.3%	74	109
SEVENTH	108	21	19.4%	67	88
<b>TOTAL</b>	<b>425</b>	<b>117</b>	<b>31.3%</b>	<b>256</b>	<b>373</b>

The per cent of affirmative responses tabulated in Table VI suggests that the parents are very favorable to a school sponsored recreational program. The parents of other children perhaps need their services in the home and

they will be gainfully occupied, and, therefore, no leisure time problem will result. The large percentage of parents requesting that the children come home after school in the sixth and seventh grades indicate employment in the home or in stores.

A further need for a recreational program was revealed through the questionnaire. Data supporting this statement are shown in Table VII.

TABLE VII

NUMBER OF PARENTS AT HOME WHEN THE CHILDREN LEAVE  
FOR SCHOOL AND ARRIVE FROM SCHOOL

Grade	No. in grade	Is either parent home when the child leaves for school?			Is either parent at home when the child arrives from school?			No. homes
		Yes	%	No	Yes	%	No	
FIRST	54	52	96.2	2	52	96.3	2	54
SECOND	54	47	94.0	3	42	84.0	8	50
THIRD	28	19	95.0	1	19	95.0	1	20
FOURTH	32	25	96.1	1	24	92.3	2	26
FIFTH	30	25	96.2	1	23	88.5	3	26
SIXTH	119	101	91.8	9	95	86.4	15	110
SEVENTH	108	85	92.4	7	78	84.8	14	92
TOTAL	425	354	93.6	24	333	88.1	45	378

It seems that it might be wise to make plans for a program whereby the children who are left alone to come to school and do not have a parent at home to go to might be

cared for. These children could be easily supervised by remaining in the library at school for an hour or so longer with the permission of the parents and the School Board. The children involved here are not under a wholesome environment when they spend their leisure time in filling stations and other places where they are found after school hours.

An effort was made by the principal to keep the library open to care for these children, but the results were not satisfactory. The School Board would not agree to make provisions for a teacher to remain, and it was not advisable to leave the children in the building unsupervised.

#### SEEKING THE COORDINATION OF SCHOOL AND COMMUNITY

The principal in remarks made to the Parent-Teacher Association in September 1943 and again in September 1944 asked for a wholesome relationship among parents and teachers. Instances were pointed out where in some schools the Parent-Teacher Association was not effective because it did not work with the school in solving problems. He pointed out the value of some recreational life for the teachers, and suggested that the teachers should be invited to visit the homes, and that often teachers hesitate to be frank with parents because they do not know the parent well enough to discuss problems about a child.

The Parent-Teacher Association luncheon in May 1943 and again in May 1944 was an outgrowth of this study.

This luncheon was sponsored by the Parent-Teacher Association Council of all the schools. The elementary teachers were guests and approximately two hundred mothers and fathers were in attendance. This proved to be a forward movement in parent-teacher relationship.

The principal worked through the Parent-Teacher Association in planning a conference with the local representative in the General Assembly, in order to present a request for more adequate financial support.<sup>11</sup> It was a common belief that teachers were underpaid. This caused dissatisfaction, loss of interest in children, and little incentive to finance further study for self improvement. As a result of the conference a letter was written to the General Assembly requesting greater financial support for schools. This letter was signed by the members of the Parent-Teacher Council.

#### IMPROVING THE RELATIONSHIP OF PARENTS AND TEACHERS

Accepting the theory that a better understanding of mutual problems by parents and teachers is desirable, the faculty made an attempt to bring about an improved relationship with parents. Table VIII presents data relevant to this matter.

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11. Appendix p. 12.

TABLE VIII

## PARENT TEACHER RELATIONSHIP IN THE JEFFERSON SCHOOL

Are you acquainted with your child's teacher?					
Grade	No.in grade	Yes	No	No.homes	Per cent acquainted
FIRST	54	23	31	54	42.6
SECOND	54	35	15	50	64.8
THIRD	28	7	13	20	25.0
FOURTH	32	12	14	26	37.5
FIFTH	30	5	21	26	16.6
SIXTH	119	40	70	110	33.6
SEVENTH	108	26	54	90	23.1
TOTALS	425	158	218	376	42.0

It appears from this table that the teachers in the first two grades do more visiting of the homes than do teachers of the upper grades. Perhaps the parents of the younger children are more interested in their progress at this stage. From the monthly records of the teachers it was found that both statements are true. The teachers in the first two grades do not have classes in the afternoon; consequently are free for home visitation and lesson preparation for the next day. Parents do take more interest in a first grade child than they do after the student has become adjusted and is progressing to the parent's satisfaction. Most of the visits from parents of children at the higher age level is

done when the student is not doing satisfactory work, whereas, the parent of the primary child wishes to see all public programs and the work the child is doing when he begins to show progress in the school. It is believed that a better understanding of each other by parents and teachers would be desirable.

Assuming that the teacher might accomplish much through home visitation, the staff received information through the questionnaire that would lead to developing further parent-teacher relationship. This is shown in Table IX.

TABLE IX

THE NUMBER OF PARENTS WHO WISHED TO HAVE THEIR CHILD'S  
TEACHER VISIT IN THE HOME

Grade	No. in grade	Yes	Per cent	No	No. Homes
FIRST	54	49	90.7%	5	54
SECOND	54	49	98.0	1	50
THIRD	28	20	100.	0	20
FOURTH	32	25	96.1	1	26
FIFTH	30	24	92.3	2	26
SIXTH	119	98	89.1	12	110
SEVENTH	109	83	92.2	7	90
TOTAL	425	348	92.5	28	376



The principal was much concerned over the data revealed in this table. It was difficult to understand why parents did not desire the teacher, to whom they had entrusted their child, to come into the home. Knowledge of this fact led the principal to discuss parent-teacher relationship in one of the meetings of the Parent-Teacher Association. He did not ask for invitations for home visits by teachers that would involve expense, but did urge that parents be more willing to receive the teachers into their homes.

There were several reasons why the parents did not care to have the teacher into the homes. The following expressions were typical of those written at the bottom of the questionnaire: "I do not have time."; "I do not have clothes that she would approve and I would be embarrassed."; "I just don't like the attitude of teachers." Here again, parents of children in the higher grades were less interested in knowing the teacher than were those in the lower grades.

Still further need for improvement in parent-teacher relationship is shown in TABLE X. Reasons will be given showing why the teachers have not made more visits into the homes.

TABLE X

NUMBER OF PARENTS WHO INVITED CHILD'S TEACHER TO VISIT  
IN HOME

Grade	No.in grade	Yes	Per cent Affirmative	No	No.homes
FIRST	54	14	25.9	40	54
SECOND	54	15	30.0	35	50
THIRD	28	2	10.0	18	20
FOURTH	32	1	4.0	25	26
FIFTH	30	5	19.2	21	26
SIXTH	119	13	11.8	97	110
SEVENTH	108	10	11.1	80	90
TOTALS	425	60	15.9	316	376

Nearly sixteen per cent of the parents had invited the teacher to come into the home. One parent said, "I never thought a teacher had any business in the home." Another parent expressed the opinion that the teacher was free to come without invitation.

There is very definitely a barrier here that prevents better understanding among parents and teachers. Perhaps this misunderstanding could be overcome through closer relationship.

One problem that might be better understood through a better understanding of parents and teachers is revealed in Table XI. This is considered part of the

schools obligation to encourage wholesome outside activity for the children.

TABLE XI

THE NUMBER OF CHILDREN IN THE JEFFERSON SCHOOL GOING OUT AT NIGHT WITHOUT A MEMBER OF THE FAMILY

Grade	Do you know where he goes?			Does he go alone?				
	No. in grade	Yes	%	No	Yes	%	No	No.Homes
FIRST	54	54	100	0	2	3.7	52	54
SECOND	54	50	100	0	6	12.0	44	50
THIRD	28	19	95.0	1	3	15.0	17	20
FOURTH	32	25	96.2	1	4	15.4	22	26
FIFTH	30	24	92.3	2	12	46.2	14	26
SIXTH	119	94	85.5	16	50	45.4	60	110
SEVENTH	108	73	81.1	17	48	53.3	42	90
TOTALS	425	339	90.2	37	125	33.2	251	376

The cause of delinquency is clarified to some extent when one finds that nine, ten and eleven year old children are given freedom to be out on the streets alone until late hours. Parents who do not even know where the child goes are giving the community a responsibility that should be shouldered by the family.

The Juvenile Court of the City of Suffolk <sup>12</sup> has records showing that there were ninety-four males arrested in 1944 and thirty-three females, under sixteen years of age.

12. Civil and Police Court, (Juvenile and Domestic Relations Court) Records, Suffolk, Virginia

One hundred twenty-seven arrests out of 1,168 people who live in the community is considered a high court record.<sup>13</sup>

The records of the Juvenile Court Office reveal that there was an increase of sixty per cent in the number of cases of delinquency from 1940 to 1944. There were fifty-three in 1940 and one hundred and thirty-two in 1944.<sup>14</sup> The principal offenses according to the Judge's records were: disorderly conduct, traffic violations and assaults. The Judge's records indicated that about eighty per cent of the cases were Negro.

The Parent-Teacher executive committee was approached concerning this situation, and they in turn worked with the representatives of the other clubs in the community. This committee working with the other organizations arranged to have at least one speaker to discuss delinquency at one of the regular meetings of the respective clubs. In this manner a high percentage of the parents were reached directly. Many other parents were influenced through the newspapers as the local paper gave publicity to each club meeting. This method of working with parents resulted in a better understanding of the needs of children on the part of members of the community.

The school assumed leadership in trying to develop a sense of responsibility in the minds of the children. In order to follow this interest, information was ob-

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13. U.S.Census, 1940

14. Civil and Police Court, op. cit., Suffolk, Virginia

tained in the questionnaire concerning the child's acceptance of responsibility in the home. This is shown in Table XII.

TABLE XII

THE RELATIONSHIP OF OBEDIENCE TO PARENTS AND THE ASSUMPTION OF RESPONSIBILITY IN THE HOME OF CHILDREN IN THE JEFFERSON SCHOOL

Grade	No. in grade	Do you have trouble getting obedience from your child?			Does he assume and share responsibility in the home?			
		Yes	%	No	Yes	%	No	No. Homes
FIRST	54	15	30.0	39	25	50.	25	50
SECOND	54	18	36.0	32	34	68.	16	50
THIRD	28	1	5.0	19	16	80.	4	20
FOURTH	32	5	19.2	21	19	73.	7	26
FIFTH	30	14	53.8	12	12	46.1	14	26
SIXTH	119	10	12.3	71	73	90.1	8	81
SEVENTH	108	14	16.3	72	77	89.4	9	86
TOTALS	425	77	22.7	226	285	84.0	83	339

It cannot be shown on this table, but the returns of the questionnaire showed that in many cases the same child who did not assume responsibility in the school was listed as not being obedient in the home. From the second grade through the seventh grade the number of disobedient children nearly corresponds with the number not assuming responsibility. Perhaps, the cause for variation in the first grade, the parents did not understand the question or that the children at that age are not expected to have as many responsibilities to assume.

So important was the subject of responsibility that it was decided to make a study of this problem. The report of the faculty on the study of this problem is found in the appendix.<sup>15</sup>

#### IMPROVEMENT OF SCHOOL PLANT

The results of the studies of individual children seemed to suggest that learning efficiency is related to the physical environment of the study situation. It was decided that an effort should be made to improve the appearance of the building. A request was made to the superintendent that the building be repaired and painted.

The Suffolk School Board requested the principal to make recommendations for improving the physical plant for 1943-44. To obtain information for the request, the principal asked each teacher to make individual suggestions. There was one request that was made by every teacher- that the building be painted on the interior and exterior.

A request that the building be painted was made to the School Board, with an explanation of the psychological relationship of the environment to learning. As a result, the request was granted and the building was given two coats of white paint on the exterior, and two coats of cream paint on the interior.

In compliance with a request a new roof was put on the building during the following summer.

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15. Appendix p. 14

New shades were bought and installed in the audio-visual room in order that the room might be more effectively used. This was also done by the School Board.

The toilets for the students were repaired and new equipment installed after many requests from the faculty to the School Board. The results of this improvement have developed wholesome attitudes on the part of students.

## CHAPTER III

## CHANGES RESULTING FROM THIS STUDY

In order to show that progress was made through this study evidences of the practices and policies in the Jefferson School, existing before and after the study was made, are presented here.

Before this study began there was a tendency on the part of the faculty to depend upon textbooks for most of their teaching. There was little purposeful planning through a statement of objectives. There was little consideration given to the recreational needs of the children. Little use was made of audio-visual education in classroom instruction. Art was neglected, as provisions were not made to have a trained teacher in charge of that activity.

Changes in teaching procedures are presented under the following headings: (a) assisting teachers to set up definite objectives and to adapt activities toward their realization; (b) introducing a special art teacher; (c) enrichment of school offerings through improved and increased use of films; and (d) by increasing the number of assemblies. The development of a summer recreational program as a result of this study sponsored by school and community leaders, will be discussed. Evaluations by the Superintendent, Supervisor of Elementary Schools, Parent-Teacher President, Supervisor of Physical Education for the State of Virginia and students of the Thomas Jefferson School.



Assisting Teachers to Set up Objectives and  
to Adapt Activities Toward Their Realization

The teachers were asked to state at least two objectives they planned to carry out during 1943-44. The objectives set up were elastic to the extent that any teacher might make her program flexible and not have to adhere strictly to a textbook as the basis for procedure.

As an aid in understanding these objectives, the faculty studied the Elementary Course of Study, from which valuable suggestions were received. The faculty was divided into groups; the first three grade teachers were in one group; the fourth and fifth, in another; and the sixth and seventh grade teachers in a third group. In order to make the course of study as helpful as possible, the principal made out the following list of questions related to "How to Use the Course of Study", and gave a copy to each teacher. The list of questions follows: (a) How will the Course of Study help me in studying and understanding children? (b) Where can I find help in evaluating pupil progress? (c) Where can I find materials which will help me in outlining the work for the grade I teach? (d) Where may I find problems around which children may work? (e) How may we relate the adopted textbooks to the center of interest for the grade? (f) How can the Course of Study be used to help principals and teachers organize a total program which include as an integral part: clubs, war drives, special programs and routine jobs? (g)

How can I use the Course of Study to stimulate my own thinking about what I believe concerning education? (h) Where can I find help on the selection, use and care of materials?

The objectives as stated by the teachers, from grade one through seven, are summarized; however, the complete statements from each teacher have been included in the appendix. The summarization follows:

(a) To create within each child the desire to respect public property.

This objective was carried out by appointing weekly monitors to care for their rooms and to check on the neatness of each desk. Reading articles on good manners, discussing the value of property and care of property were other activities of children. Teachers talked privately with children who seem to disregard the property of others and tried to reason with these students.

(b) To adapt teaching to interests, experiences and needs of the children.

The children were taught how to plan meals, how to serve and assume responsibility by actually planning and having parties within the room. The decorations, napkins, mats, place cards were all made prior to the party. Every home was visited in order to become better acquainted with the parents. Health records and charts were kept to determine physical development and growth. Charts were also kept of achievement to show personality development.

(c) To improve the health of the children.

In carrying out this objective the teacher did the following: discussed good health procedure, displayed pictures of good health rules, made list with pictures of foods to be eaten daily, weighed pupils regularly at weekly intervals to watch for gain or loss, distributed kleenex, inspected the children daily, listened to songs and stories of health on radio, emphasized good posture, and stressed corrections of defects that prevented the children from being a five pointer. Films from the State Department of Education were used to teach health in movies.

(d) To develop self-planning.

Allowing children to choose what they consider the chief points of interest in a lesson, sharing stories they read with emphasis upon; speaking clearly, clear cut sentences, coherence in thinking and expression, bringing interesting objects to class, developing neatness and cleanliness in work as well as body and mind, and allowing children to express their creative ability through art.

(e) To develop good citizenship habits.

This was carried out by setting a stamp goal for each week. A clean plate club was organized to prevent waste of food and to encourage consumption of foods. Pupils were encouraged to use paper on both sides and to save for scrap paper drives. A play store was used with ceiling prices posted to teach children about rationing. Committees were

appointed in rooms to care for odd jobs to keep the rooms attractive.

(f) To make the study of the fundamental processes a vital concern of each child.

Teachers visited the home of every child, had conference with parents on the telephone, organized committees within their rooms, encouraged the bringing of life situations, to a certain degree, into the classroom, praised each thing worthy of praise done by each child.

(g) To develop the understanding of how modern science has transformed ways of thinking and living.

This activity started with the interests of children which was aero-planes, tracing their origin and the invention and scientific development of planes. Children drew and constructed different types of planes, placed them on display. The same procedure was followed in the study of boats and trains. Panel discussions on rationing, inflation, buying, selling, saving were held. Discussions were held on ways aviation has brought the world closer together.

(h) To develop within the child a desire to attend and love school.

This goal was accomplished by keeping an attractive room, keeping work on children's level of interest; developing self-assurance by having children order and give out milk, cleaning and caring for room, watering flowers and gold fish. Children were encouraged to take part in all

organized play and to practice good sportsmanship. Special recognition was given to children who attended six weeks without being absent or tardy.

(i) To develop habits of behavior that will make the child a more useful member of his home, school and community.

Discussions were held regarding good citizenship in classroom, on the playground and in the home. Children were encouraged to observe the rights of others. Stress was placed upon assuming responsibility in keeping with the age of the individual and upon the assignment of responsible jobs to individuals. Being honest and polite citizens in the school and home was given attention. This was influenced by permitting students to conduct the affairs of clubs with the guidance of the teacher.

#### Participation in a Summer Recreational Program

As pointed out in Chapter II of this study there was a demand from the parents for a recreational program for the children. This, as indicated in the Tables, was the program by which it was thought that many of the problems facing the youth of the community might be solved.

The City Council was approached by representatives of the different organizations that had been informed of this study, and was asked for three thousand dollars to purchase equipment and pay salaries for four employees. The request was not granted, due to the fact that the evidence of need was not convincing to the Council. The actual figures as tabulated in this study were given to the

Community Council, which is composed of one representative from every church and organization in the city, for presentation to the Council as greater evidence of the need for a program of this type.

The request was finally granted, and there exist four recreational centers, three for white children and one for the Negro children. Each center is located on public playgrounds in the center of the residential sections. Each center is open from 8:00 - 10:00 in the morning, 2:00 - 4:00 in the afternoon, and 6:00- 8:00 in the evening, with one paid supervisor and three volunteer workers at each park. There is one supervisor for the entire program whose duties are to organize and select activities. The program consists of the following activities: baseball, softball, group singing, story telling, handicraft, library periods, tennis, croquet, badminton and shuffleboard.

The number of children and adults using these recreation centers indicates that the original demand for such centers was a valid one. At the three centers for white people there have been in attendance an average of sixty-three in each period for the first two weeks. The parents attend in large numbers at the 6:00- 8:00 period; some participate in the play program, while others attend for entertainment.

Introducing Help of Special Art Teacher; Enrichment of Offerings Through Improved and Increased Use of Audio-Visual Education and Assembly Programs

There was evidence of the need of more emphasis upon art in the Jefferson School to encourage the children to do creative work.

There was a teacher on the faculty who had had much training and experience in this field and attempts were made to arrange a schedule whereby this teacher might be available for promoting art in the school. This teacher was on the faculty for the first year and was employed for the first grade. As pointed out in the school organization, first grade teachers were not engaged in teaching activities in the afternoon; therefore, the superintendent agreed to a plan that this teacher might be used in the upper grades for art in the afternoon. Due to the limited amount of time that this teacher could be used, a schedule was made out by the principal whereby she might work with the teachers in planning for an art period. The teachers of the first three grades met with her to receive instructions prior to each art lesson. The fourth and fifth grade teachers had a similar conference for planning, and the sixth and seventh grade teachers did likewise. These meetings were usually held at the convenience of the teachers involved, after school, at noon recess, or while the children were engaged in other activities.

After the conferences with the teachers, in which plans and instructions were given, the art teacher was free to go from room to room to offer assistance. Art schedules

were made out so that the grades indicated in the grouping above would have the class at the same time. This arrangement was necessary because of the limited amount of time the art teacher was available.

An interpretation of the art program for the entire school reveals that there was definite and purposeful planning by the group. The purposes, expectations and plans were given as follows: (A) First drawings are an outlet for motor activity; meaningless scribble of about three years in preparation for intelligent drawing. (B) Characteristics of drawings of children of first grade; drawings not visual reality but thoughts and ideas. He draws what he means, not what he sees; favorite subjects, man and animals; head, arms and legs seem to be most important; and little attention to beauty, symmetry, proportion or balance; (C) Expect eagerness, interest and joy from third grade group; joy in the doing most important to this age grouping; technique is of little importance; emotional responses important; and concept very important. (D) Span of interest very short in little children; therefore, each lesson should be simple enough to complete in one period. (E) Fourth through seventh grade period-self-conscious period; creative art tends to disappear, imitates in drawing; effort and initiative diminish and sometimes cease; great need of external incentives and skill on part of teacher to combat dissatisfaction of child; and imagination must be stimulated.<sup>1</sup>

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1. Notes of Art Teacher in Jefferson School.



The halls of the Jefferson building were equipped with new bulletin boards extending the length of the halls of each side, on both floors. These were placed there to be used for art display, to give recognition to the children's accomplishments, and to add beauty to the building.

Jefferson School was equipped with the necessary machinery for the use of films, but because none understood the machine, it was not used.

During the early part of the school year the teachers were asked to make out a tentative list of films desired that would contribute toward realizing the objectives set up for the year. This list was compiled, orders were made out monthly, and requests made to the State Department of Education to furnish films on set dates.

The use of this means of teaching was limited by the size of the audio-visual room. The groups could not be comfortably seated, which made it necessary to run the film many times or to go to the auditorium in the high school. This was a problem as the high school students were constantly using the auditorium. Each room averaged two films a week for the greater part of the school term. These were financed by the Parent-Teacher Association, the only expense being the transportation back and forth to Richmond.

The assembly programs activities looked forward to with great interest by all the students, were held bi-month-

ly, with special assemblies being called when there was sufficient need. There was also a schedule made out for the assembly programs in September. The homeroom groups were assigned definite dates indicating when that room would present its program. The interest on the part of the students was keen, and they were always anxious to be on the programs.

The nature of the programs was determined by the season of the year and the activity that had preceded it in the classroom. It was the purpose of the assembly program to give public expression to the experiences that the children were having in the classroom.

#### Evaluations by Supervisory Officials and Others

In order to have some evidence that the efforts of the faculty to adapt the school's procedures to the needs of the pupils was meeting with some degree of success, certain individuals in supervisory positions were asked to make an informal evaluation. Including among those who were asked to evaluate the program was the President of the Parent-Teacher group. Certain selected pupils of the school were requested to express their ideas in regard to certain practices of the school. The important points stressed in the evaluations are presented below:

(a) Greater consideration has been given to the individual children than before this study was made. (b) Parent-Teacher Association redoubled its efforts in coordinat-

ing school services with the public. (c) Unification and coordination of the faculty. (d) Greater respect for physical environment. (e) Improvement noted in the administration of the physical education program. (f) Faculty had respect and cooperation of the patrons and pupils. (g) Considerable improvement in assembly programs. (h) Satisfactory results from educational films. (i) Indigent children have been given more consideration. (j) Provisions have been made for the health records, cumulative records, conferences, schedules of work, films, a variety of teaching tools and freedom from too much adult pressure. (k) Attention to skills for which pupils have actual use such as games, music, written work, personal appearance, speaking and health.

(l) Improvement by the students in the respect for authority.

In a study of children and their problems, the child should be given an opportunity to express his wishes; although the minds of children have not reached maturity, their suggestions should be taken into consideration. The sixth and seventh grade pupils were selected to criticize and to make suggestions for the improvement of the program. Each sixth and seventh grade group was given one phase of the program for evaluation. Problems as assigned by the principal were: (a) Audio-visual Education. (b) Discipline. (c) Physical Education. (d) Art. (e) Shop and Home Economics. and (f) Assembly programs. Each group was asked to express its opinions, which were to include what he thought of the

program, how it had helped him, if it had, and to make suggestions of one representative child from each of seven groups selected at random, are hereby reproduced.

Audio-Visual Education in the Jefferson School

"This year we have had several movies pertaining to our studies in history and geography. Next year I think it would be nice to have more of this kind as they put clearer pictures of our studies in our minds."

"I prefer going to the auditorium instead of to the library because many have to stand."

"I think it would be wise to have a committee of students to select the movies with the advice of the teachers. I have enjoyed the movies very much and I think they have added much to my studies. The movies have not only added much to hold our interest in school, but they have been a source of information. The movies shown since 1942 have been much better than those before and we have had many more of them."

Discipline in the Jefferson School. "One improvement which I think should be made is to stop children from drinking water in the halls when they come in from recess. They usually block the hall and the other students begin to push and shove when they get by to go to the rooms. I do not like running up and down steps as we see at times. I think that the students are given plenty of freedom, at times more than they should have."

Physical Education in the Jefferson School. "I like the way the schedule is arranged. I have learned many different boys since we have been playing a different room each week. I have also learned to play volleyball and tennis. I did not know how to play these games before the schedule was made out so that we would change each week. I think buying the new equipment has helped very much. I like the idea of having a different teacher for physical education each week. I do not like to go outside when it is as cold as it has been when we went out."

Art in the Jefferson School. "I would like to have a special art teacher as we have in music next year. The only thing I don't like about it now is that we do not have it often enough. I have learned how to mix colors to get different colors this year. I have learned to do finger painting also. My suggestion is to have longer periods and a full time teacher."

Shop and Home Economics in the Jefferson School. " In shop we learned how to use the machines with care. We had to learn not to waste wood. I have made several objects that I think very much of; my parents are also proud of them, too. It would be better to have shop every day rather than every other day."

"I have been taught to sew in home economics. I will be able to make my own clothes by the time I finish high school. I have learned to cook a few things. I do not

like having class just every other day. I hope it will be so that we can have it every day next year. We need some more equipment in the kitchen, or divide our class. We have about three looking at one work most of the time."

Assembly Programs in the Jefferson School. " I like the kind of chapel programs we have had. Some of the teachers do not plan for one to last long enough. I think our programs should be an hour long and have one every week rather than twice a month. I think it does us good to get on the stage. I had not been in a program in about three years, and many of the students in my room had never been on the stage. It is good training for us. I suggest that the Principal make a rule that there is to be no talking in the auditorium. I hope we can continue having them."

As a result of the suggestions of the pupils, the teachers were able to appraise the extra-curricular phase of the program from the point of view of the child.

A student in each of the upper grades (fifth, sixth and seventh grades) did assist the teacher in selecting pictures for that group. This was requested by several in the room working on that problem. The teacher was responsible for arranging for the children to make a study of the films that could be obtained.

The discipline in the auditorium had long been a problem of school officials. It was noted by several patrons that better order should be had. The assembly period was

changed to some extent. It had been a policy of the school to give freedom in the auditorium, to permit talking in a whisper. This privilege was often abused; therefore, as suggested by the students and teachers, a regulation was made that there would be no talking after the students entered the auditorium. This has been a satisfactory policy thus far. The students asked for it, and they were willing to remain quiet. The students, when discussing the situation in assembly, requested that the students who talk not be permitted to return to the auditorium next week. This suggestion, too, was implemented as a practice of the school in assemblies, and the order was much improved. The principal and teachers merely laid the foundation, and the pupils themselves initiated the change.

The physical education program was continued with added equipment.

Art was not improved as a result of the suggestions; the teacher left the system for a higher salary. No art teacher could be found by the superintendent. However, her influence was felt among the teachers and each teacher carried on a more effective program than was found before the art teacher was introduced.

It became necessary to eliminate the shop course and the home economics completely rather than increase the number of periods as was asked by many of the students. The School Board could not obtain an additional man to instruct

in the shop, and the high school classes consumed all of the time of the regular instructor.



## CHAPTER IV

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## Summary

The desire of the faculty of the Thomas Jefferson School, Suffolk, Virginia, to coordinate the activities of the school with those of the organizations of the community initiated this study. The faculty felt that it was not possible to work by itself in a direct manner toward improvement of some of the conditions. The school, however, did much in an indirect way toward creating the proper sentiment and crystallization of public opinion which would, it was hoped, improve conditions that might be beyond the direct sphere of the school.

Teachers were stimulated to study children and to make necessary changes in the program to care for the discovered needs. The questionnaire type of investigation, as used in this study, was an effective means in obtaining the desired information and further study.

Non-promotion was dealt with and an attempt was made to decrease failure through investigation of the causes. The use of leisure time of the children was investigated, and provisions were made through the community organizations to conduct a recreational program, under supervision, for eleven weeks between the school terms.

Through coordination with the community, better relationship of parents and teachers was realized, improvement made in the schoolplant, equipment added to the

facilities of the school, and a forward step taken in adapting more purposeful teaching.

#### Conclusions

It may be accepted as a preliminary statement that the elementary school's primary function is to guide all students in their total development in such a manner as to insure the successful transition from the dependence of childhood to economic independence and social adjustment for high school and adulthood. Furthermore, the school's program can be most effective when the administrators know as much as possible of the experiences of the children out of school as well as "in school experiences".

Data collected and analyzed in this study lead to rather pointed conclusions. Conclusions are stated briefly concerning the findings of each of the problems stated in the introduction.

The causes of failure among students. It was revealed that non-promotion was caused by more than one factor. Many of the students that were listed as possible failures were not doing satisfactory work because of, (a) lack of understanding by the teacher, (b) lack of preparation by the students, (c) too much outside work, (d) attending movies too frequently, and (e) under-nourishment. The staff came to the conclusion that the school, home, teacher and child must assume greater responsibility for pupil failure. The percentage of failures was reduced fifty per cent which indicated success to some degree in the removal of the causes for failure.

Health and Recreational Pursuits of the Children. Results of the studies of health and recreational needs led to satisfactory achievement. The number of children receiving milk free of charge, the providing of breakfast for the undernourished children and the efforts of the Parent-Teacher Association in making corrections in physical defects all had desirable results. The recreational program offered as a result of this investigation has been broadened to include wholesome play at school under supervision, and the establishment of a summer play program that should aid in training children to play cooperatively and with good sportsmanship. The children will have a more wholesome place to spend their leisure time.

Motivating Teachers to Study Children. Through staff meetings, social gatherings, committee meetings and personal interviews, teachers were inspired to give consideration to individual differences. By making definite, purposeful plans for the year and by carrying out the plans, the results of teaching were improved. This came about through a better understanding of the children. The questionnaire served as a good means of gaining knowledge of existing conditions in the home.

Better Relationship Between Parents and Teachers. Data analyzed in this study revealed that there was need for better understanding on the part of parents and teachers as to the duties of the school. There had not been sufficient visitation by the faculty, and the parents had not exercised

much effort to know the teachers and their problems. A removal of some of the barriers came about through social relationship as well as through professional meetings sponsored by the school.

Through better relationship among parents and teachers, the school was able to secure the cooperation of parents in eliminating the undersirable habits of the children.

#### Recommendations

The recommendations are based upon the conclusions of this study. The purpose here is to consider the ways that the program of the Jefferson Elementary School, serving the white children of the City of Suffolk, Virginia, can be effectively directed toward improvement of some of the conditions involved in the education of its youth.

1. The school plant is conveniently located in the city, being near the center of the population. The front part of the campus is attractively landscaped and the grass and shrubbery are well kept. The plant is not complete in the respect that it does not have a cafeteria. This need is urgent. As pointed out in this study, there are many undernourished children attending the school.

2. The playground space back of the building consists of approximately three and one-half acres of land for the use of the four hundred and twenty-five children in the Jefferson and nearly five hundred in the high school.

This is a very acute problem, one that needs immediate attention. More space must be secured in order to conduct the desirable type of recreational program. There is no gymnasium. This addition would add to the effectiveness of the health and physical educational activities.

3. The teaching staff seems to be adequate, except for one additional teacher. There is need for a full time librarian. It is recommended a departure be made from the present policy of having a homeroom teacher to take charge of the library in the afternoon, and the principal relieving her of her duties in the classroom. The addition of a new teacher will enable the principal to be of greater service to the entire school.

4. The school has a program of student activities that include dramatics, glee club, newspaper, assembly programs, audio-visual education and hobbies. It is recommended that there be a continuation of these activities, based upon the results obtained during the past three years.

5. The study convinces the writer that adult education can be of benefit in acquiring a better mutual understanding of children. It is recommended that adults be encouraged to organize to study problems facing youth. W.E. Balduf<sup>1</sup> says that we must persuade not only those who have little education to come back to school to learn more, but others also must be induced to keep on learning.

1. W.E. Balduf, "Adult Education in the Public Schools", School and Society, XLIX (February), 1934, p.76.

6. It is suggested that the policy started during the year 1944-45, of having all sixth and seventh grade children X-rayed for tuberculosis be continued. This will prove to be effective over a period of years in helping control the disease.

7. Through a continuation of the policies of studying children the school will be able to fulfill its obligations.

The worthwhile plan, then, is to make the public school the center of community interest in fact as well as in theory. The people should be encouraged to use its facilities for their meetings, their discussions, and the development of those talents and traits that will somehow enable them to live happier, healthier and more useful lives. Through these channels there will be a better understanding of the school child and the problems facing him in his development.

## APPENDIX

## QUESTIONNAIRE TO PATRONS

January 25, 1944

Dear Patron:

In order for the school to best serve your child it is important that his teacher know of his home environment. In many cases the teacher has been in the system several years and known family history, but there are many students in our school for the first year and several teachers who do not know the background of the children.

When you first glance at the questionnaire, it might appear to be ridiculous, but on second thought some very important information will be listed that will tend to make for better progress. We might be able to get information that will demand the attention from our Parent-Teacher Association and other civic organizations that are interested in the proper development of children. Please be frank in answering the questions, as it is for the good of the child.

Faithfully yours,

W. W. Piland, Principal  
Thomas Jefferson School

Child's name \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_ Parent's  
name \_\_\_\_\_ Address \_\_\_\_\_ Phone \_\_\_\_\_ Occupation of father?  
\_\_\_\_\_ Mother living? \_\_\_\_\_ Father living? \_\_\_\_\_ Parents  
live together? \_\_\_\_\_ Does the mother work? \_\_\_\_\_ What kind?  
\_\_\_\_\_ Is either parent home when the child leaves for

school?\_\_\_\_\_ Is either parent home when child arrives from  
 school?\_\_\_\_\_ Does the child eat breakfast regularly before  
 coming to school?\_\_\_\_\_ Does he have ample space for play  
 at home?\_\_\_\_\_ Would you like for your child to remain at  
 school or at some recreational center for a while after  
 school closes if he were supervised?\_\_\_\_\_ Give suggestions.  
 \_\_\_\_\_ Does he work after school other than in the home?  
 \_\_\_\_\_ How long?\_\_\_\_\_ Does he use his money wisely?\_\_\_\_\_  
 What habits does he have in the home that you think are  
 undesirable?\_\_\_\_\_ What do you suggest that the school might  
 do to correct these habits?\_\_\_\_\_ Does the child have a suit-  
 able place for study at home?\_\_\_\_\_ About what time does he  
 go to bed at night?\_\_\_\_\_ Get up?\_\_\_\_\_ Does your child go  
 out at night without a member of the family?\_\_\_\_\_ If yes,  
 do you know where he goes?\_\_\_\_\_ How often does he attend  
 movies?\_\_\_\_\_ What type does he enjoy most?\_\_\_\_\_ What is  
 his favorite recreation?\_\_\_\_\_ Does he attend church regularly?  
 \_\_\_\_\_ Does he like to?\_\_\_\_\_ Does he play with people his  
 age?\_\_\_\_\_ Does he get into unnecessary arguments with  
 them?\_\_\_\_\_ Do you have any trouble getting obedience from  
 your child?\_\_\_\_\_ Does he assume and share responsibilities  
 in the home?\_\_\_\_\_ Do you have to insist that he come to  
 school to get him to come regularly?\_\_\_\_\_ Are you personally  
 acquainted with your child's teacher?\_\_\_\_\_ Would you like  
 for her to visit in the home?\_\_\_\_\_ Have you invited her?  
 \_\_\_\_\_ Does the child have any physical handicap that the



3.

school should know about?\_\_\_\_\_ What?\_\_\_\_\_ Does the child  
have any idea of what he wishes to do in later life?\_\_\_\_\_  
What?\_\_\_\_\_ Any pertinent information that you can give  
that will help us to better teach the child will be  
appreciated. Please make suggestions below that will  
improve our program.

Parent's signature \_\_\_\_\_.

## DATA FROM THE QUESTIONNAIRE SENT OUT JANUARY 25, 1944

It was not possible to compile all of the answers to the questions because many were in the form of suggestions and various other methods. I have computed the data by grades and then added the 15 totals to get the totals given to you.

1. Mother living? Yes, 367, No, 9.
2. Father living? Yes, 356, No, 20.
3. Parents living together? Yes, 325, No, 51.
4. Does the mother work? Yes, 93, No, 283.
5. Is either parent home when the child leaves for school? Yes, 352, No, 24.
6. Is either parent home when the child arrives from school? Yes, 330, No, 46.
7. Does the child eat breakfast regularly before coming to school? Yes, 269, No, 44.
8. Does he have ample space for play at home? Yes, 344, No, 32.
9. Would you like for your child to remain at school or at some recreational center for a while after school closes if he were supervised? Yes, 108, No, 268.
10. Does he work after school? Yes, 47, No, 329.
11. Does he use his money wisely? Yes, 236, No, 107.

12. Does the child have a suitable place for study at home? Yes, 359, No, 17.
13. Does your child go out at night without a member of the family? Yes, 126, No, 251.
14. If yes, do you know where he goes? Yes, 289, No, 44.
15. How often does he attend movies? 4 (4 times a week) 37 (3 times a week) 126 (2 times a week) 139 (once a week) and 45 (less than once a week.)
16. Does he attend church regularly? Yes, 282, No, 93.
17. Does he like to attend church? Yes, 333, No, 43.
18. Does he play with people his age? Yes, 357, No, 19.
19. Does he get into unnecessary arguments with them? Yes, 104, No, 135.
20. Do you have any trouble getting obedience from your child? Yes, 77, No, 294.
21. Does he assume and share responsibility in the home? Yes, 302, No, 75.
22. Do you have to insist that he come to school to get him to come regularly? Yes, 12, No, 364.
23. Are you personally acquainted with your child's teacher? Yes, 158, No, 218.

24. Would you like for her to visit in the home?  
Yes, 348, No, 28.
25. Have you invited her? Yes, 60, No, 316.
26. Does the child have any physical handicap  
that the school should know about? Yes, 43,  
No, 354.
27. Does the child have any idea of what he  
wishes to do in later life? Yes, 139, No, 238.

W. W. Piland, Principal  
Thomas Jefferson School

## SUMMARY OF ARTICLES CONCERNING THE STUDY OF CHILDREN

Teachers in an elementary school have unparalleled opportunities to study human behavior. The experience, training and insight will determine to what extent she will make use of the opportunity of learning of the behavior of the children.<sup>1</sup>

The classroom that offers a variety of activities stimulates a broad range of responses. Expressions should be encouraged through dramatics, composition, music, fine arts, and industrial arts. Children do not respond alike in all of the mentioned activities. A particular child will react differently in many ways in different situations. His degree of interest should be noted and when no interest is shown attempts should be made to stimulate interest.

"Observation is the principal method to be used in the study of children's behavior."<sup>2</sup> Through observation the teacher learns the behavior of children in the classroom, on the playground, and in out of school activities. She gains knowledge of the child through home visitation and parent-teacher relationships at P. T. A. meetings. The

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1. Gertrude Driscoll, How to Study the Behavior of Children, Bureau of Publications, Teachers College, Columbia University, New York, 1943.

2. Ibid. p. 27.

teacher can plan a more worthwhile program for the child when she knows how he responds to situations out of school as well as in school.

The teacher must learn to describe behavior; she can do this by a study of cumulative description of behavior of children. A single observation is not as valuable as successive observations. The child's behavior on good days are detected as well as his behavior on bad days.

The teacher in studying children seeks to provide opportunities for growth and development. She would give planning experiences that would give satisfaction to the child in work accomplished.

"There are no set rules for pursuing the sort of education that recognized individual differences. Through understanding of human behavior on one hand and understanding of our culture on the other, the teacher must continually evaluate procedures to enable children to move forward with realistic self-assurance."<sup>3</sup>

"The radical changes which have transformed American life in the last hundred years are only partially reflected in the educational thinking of today. Many of the practices found in our schools belong to the last century, since changes in education have lagged behind the

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3. *Ibid* p. 82.

other social trends. It is for this reason that life in school has too often been considered a thing apart from real life."<sup>4</sup>

When the average adult begins to deal with children or what is often termed "juveniles", he often forgets that there are scientific methods to be used in dealing with him. Too often he is reprimanded scornfully for being foolish or possessing evil ideas. In 1938 there were about one hundred thousand workers dealing with delinquency, and of this number about ten thousand were trained especially for this type of work. This means that little could be accomplished because of the lack of wise leadership. The person dealing with juvenile problems should diagnose the case as intelligently as a medical doctor examines a patient or as wisely as a mechanic takes the motor of a car out, repairs it and reassembles it.<sup>5</sup>

For many teachers, marks, grades, master of information seem of primary importance. This is in reality indifferent to basic needs. More attention should be given to social development; grades are often very vague

4. New Methods Versus Old in American Education, Bureau of Publications, Teachers College, Columbia University, New York, 1941.

5. Lowell J. Carr, Delinquency Control, Harper and Brothers, New York, 1941.

and difficult to say that a child knows eighty-seven percent of the material in a given course.<sup>6</sup>

The central aim of education is the development of wholesome integrated personalities, then there is no justification of failures. Success in school should not be identified with marks: it is what the pupil himself is undergoing, the quality and direction of the changes in attitude and growth he is experiencing. Too many teachers fail pupils for academic reasons; standards which have been set are too high for the group in the room.

Teachers say they fail students because of the following reasons: absences, inability to grasp subject matter, lack of attention, day dreaming, talks too much, pushed up, etc. There are causes behind these that should be removed; they are not to be considered the absolute cause of failure.

A study of attitudes by every teacher is good. She should try to find out why Jim cuts her class so often, and what causes him to stay home when special events are to take place at school.

Accumulative records with anecdotal incidents are of great value because they show more than what the child has done or can do with subject matter. The child's personality is brought out. Things that should be made clear

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6. C. I. Glicksburg, Failure and Guidance, American School Board Journal, J105: 26-8 S42



11.

on all records of that kind are: What can he do? What has he done? What are his fears? What are his interests?

Suffolk, Virginia

January 7, 1944

Honorable Willis Cohoon  
Member House of Delegates  
Suffolk, Virginia

My dear Mr. Cohoon:

The citizens of the City of Suffolk are very much concerned with the educational opportunities offered the youth of the community and state. We feel that not only are the facilities, program and educational opportunities in general inadequate for the youth of today, but also a program for adult education should be provided.

We are aware of the increase in juvenile delinquency which is due largely to the inadequate educational program.

We, the members of the Parent-Teacher Associations ask that you use your influence in the next session of the General Assembly to get appropriations made that will enable the state to offer educational advantages that will raise the state from the position of second from the bottom in the nation to a position more in keeping with Virginia's fine traditions.

We are very anxious that the proposals of the State Board of Education and the Superintendent of Public Instructions be approved and legislation passed favoring it. We do not feel that the teachers, on present salaries, can properly maintain a status that teachers should under the present scale. We also feel that the teachers could afford to attend summer school more often and receive training that will enable them to carry out a better educational program.

We shall appreciate your support in this matter.

Faithfully yours,

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WWP/

## LETTING CHILDREN ASSUME RESPONSIBILITY

The first year of the child's school life is in many respects the most important. This is considered so, because for the first time he has left the shelter of the family and mingles with a large group of his friends, each as ignorant of the world, as self-centered and as individualistic as he himself.

Here for the first time he stands on his own behavior. He has the same rights, neither fewer nor more than the other. He learns soon that the ideal of the school is the child who can be relied on to look out for himself without infringing upon the rights of others.

In the first year of the child's school life, he learns to assume responsibilities, not only for materials belonging to himself but for those belonging to other children and to the school as well. It teaches the children to share materials when necessary, to take turns or to divide, to give and to accept help when it is needed, and to refrain from giving help when another child prefers to work things out for himself.

When children take part in making their classroom a pleasant place for effective work and in accepting the responsibilities connected with the efficient functioning of the social group, they are sharing one of the most

educative experiences of the school. By this cooperative effort they develop attitude and habits that are indispensable to effective participation in any social group. In most classrooms there are individual monitors or committees charged with numerous responsibilities. Teachers usually arrange to have all pupils take part in some way. Sometimes individuals are chosen for particular tasks. This is done because of special interests or fitness. A quiet, studious, systematic child makes a good librarian to be responsible for keeping books in order.

Getting children to accept the responsibility of the classroom chores is seldom a problem. They like to do things and to have responsibilities. If they recognize that it is their room and that they are helping to make it a happy and useful place, so much the better. The two secrets of success in classroom administration are: first, make it a privilege to be given a responsibility; and second, commend faithful service.

Much of the discussion on developing standards and caring for the schoolroom relates to the development of responsibility. Individual responsibility, of course, precedes group responsibility. First grade children are not likely to possess much sense of group responsibility unless they come from homes where there are other children near their own ages and where sharing in duties and privileges has been stressed.

Gradually the small child learns to be responsible for his own supplies and his own conduct, and this feeling slowly grows into group pride and responsibility.

As soon as children are able to undertake individual work, I want them to have their own materials, such as scissors, crayons, etc. I do not collect scissors or crayons after each lesson. I tell the child in the first week of school as I write his name on a box of crayons, that I cannot give him another box until he is in the high first grade, five months away, and that if he is careful to close the box and put it safely in his locker the crayons will last. From time to time I notice which boxes are well cared for and commend the owners. The only way to train a child to be responsible is to give him something of his own to care for. There is no incentive to take care of a box of crayons today when it may be returned in a broken condition in a few days. Later, the child begins to get a group feeling and then is ready to begin the team work of protecting the community property.

Children must have constant practice, on gradually higher levels, in accepting more and more responsibility for his own decision and conduct. Lacking this, they remain dependent and immature and unfree.

Children should have as much responsibility for their own affairs as they can use wisely. Seldom, if ever,

should the teacher do for a child what the child can do for himself.

Every child needs the opportunity to work at his own pace with full responsibility for the outcome of his effort. The teacher should be sure that time well spent gains the approval of the class. Wasted time and effort will be apparent.

Through responsibility they will gain in the ability to lead and manage, the thing for which they are best equipped and for which there is great need all through life.

Below are listed some of the responsibilities which children can easily take and through these little things they develop what goes to make up democratic behavior:

1. Lead Grace.
2. Water potted plants.
3. Arrange fresh flowers.
4. Dispose of faded flowers.
5. Wash black boards.
6. Dust erasers.
7. Keep board supplied with chalk.
8. Keep own table in order.
9. Librarian (keep books in order).
10. Getting own paper, pencil, (crayons, scissors, water colors, art paper, paint brushes, etc., when needed.

11. Receive visitors.
12. Acting host and hostess.
13. Put wraps in closet.
14. Take off and put on own wraps.
15. Take off and put on own rubbers.
16. Comb hair at lunch time.
17. Wash and dry hands.
18. Get and put away own lunches.
19. Arrange own chairs for music and conversation period.
20. Take care of playground equipment.
21. Patrolman.
22. Acting doctor and nurse.
23. Check daily health habits.
24. Take attendance slips to principal's office.
25. Care for aquarium.
26. Care for terrarium.
27. Care for pets.
28. Get and put away own mats for rest period.
29. Put away materials after activity period.
30. Attend to phonograph and records.
31. Care for bulletin board and its displays.
32. Care for milk and crackers for mid-morning lunch.



19.

33. Distribute paper towels and napkins.

34. Mark the calendar.

35. Lead games.

## OBJECTIVES FOR MISS K -- FIRST GRADE

I. To Center all Teaching Through the Interests, Experiences, and Needs of the Children.

1. We planned and arranged for a lunch and rest period in our classroom. This was for the purpose of improving and keeping the physical fitness of each child as near normal as possible.

a. The children were led to see the value and importance of having milk and a graham cracker for lunch instead of candy and heavier unhealthy foods.

b. The children learned how to:

1. Serve the lunches.
2. Develop the habits of cleanliness and good table manners.
3. Assume responsibilities and classroom duties.

The Tuberculosis Association Chairman visited our room one day during the lunch and rest period. She commended the children for this good health habit.

This lunch and rest period created interest and enthusiasm in the children to the extent that they wanted to plan to have their parents visit them for an

informal lunch and rest period. They entertained their parents in the form of a Halloween party.

1. They made mats, napkins, plates, place cards, decorations, favors, etc., for the party in art class.
2. Their entertainment was experienced through music and informal story play class.
3. They planned and prepared refreshments which was a home economics experience.
4. They made and wrote their invitations.
5. They had committees - a host and hostess. This gave them the experience of serving in a bigger way than the general class routine.
6. We wrote about each interest and experience. These the teacher compiled in chart form for their reading activities. They were later made into simple Pre-Primers for each child to have one and take home. They illustrated their booklets.

Many other similar interests and studies have developed in the classroom such as individual children's experience stories on their pets, toys. They have all been put in simple story chart form for the child.

We keep health records and charts of each child to determine their physical development and growth.

I send out an informal card to parents stating the needs, improvements, habits, good qualities, health record and growth development of their children.

Through the children's interests I am now trying to set up individual programs of growth with each child on his level. In these conferences the children and teacher have been planning together what the child needs to do to promote continuous growth in his interests. Through these conferences I am trying to guide each child in gaining security.

Objectives for Miss L. --- First grade

I. To Improve the Health of the Child

1. Discussed good health procedures.
2. Displayed pictures on bulletin board to illustrate health rules.
3. Made a list of foods that should be eaten daily.
4. Encouraged pupils to drink milk at school and at home.
5. Weighed children to watch for gain or loss in weight.
6. Stressed correction of defects that prevent 5 Point standard.
7. Inspected children daily. Distributed kleenex to those without handkerchiefs.
8. Emphasized good posture.

9. Played games and sang songs stressing health.
10. Listened to stories and rhymes related to health.
11. Have begun the development of a health unit.

II. To Develop Habits of Behavior that Will Make the Child a More Helpful Member of His Home, His School and His Community

1. Told what it means to be a good American citizen - ways in which a boy or girl can be a good American citizen.
2. Discussed how to be a good citizen at home, in the classroom and on the playground.
3. A. Cooperation in work and play.  
B. Respect for the rights of others.  
C. Ways to be helpful to others.  
D. Fair play.  
E. Friendliness.  
F. Being honest and truthful - Politeness.  
G. Listened to stories and poems related to good citizenship.

Objectives for Miss M. --- Second grade

Thomas Jefferson School

1943-44

1. To instill in all pupils a feeling of honesty, courtesy and good citizenship that

will remain in them always.

2. To teach the fundamental subjects in a manner that will cause the pupils to want to learn.

To meet the above objectives I have done the following:

1. Nothing has been expected of the pupils that I would be unwilling to try.
2. Due to the importance of the war in our lives today, most of our activities have centered around that topic. Some of the things which we have done are:
  1. Set a war stamp goal each week; so far, we have reached our goal each time.
  2. Formed a Clean Plate Club to help prevent the waste of food.
  3. Used paper on both sides and then turned it into the scrap paper drive.
  4. Reading groups are Jeeps, Tanks and Army Trucks.
  5. Created interest in the 4th War Bond Drive by the use of Victory Workbooks from the U. S. Treasury Department which contained Art, Arithmetic and Reading material.
  6. Have a play store with ceiling prices posted.

3. Committees take care of odd jobs in the room - committee changes each week.
4. Children share in making library corner attractive.
5. When discipline problems arise, all of the children help decide what to do about them.
6. Fair play is expected at all times in all things.
7. Our progress in the various subjects is shown by a chart on the bulletin board.

Objectives for Miss N. ---

To know and understand better the individual needs of my individual children.

To meet this objective so far I have done these things:

1. Visited homes of various children.
2. Had conferences with parents at P. T. A. meetings.
3. Had conferences with parents over the telephone.
4. Have committees working in the room at all times. Every child before the end of the year will serve on each committee at least twice.

5. Have tried to gain the confidence of the children through asking them to do odd jobs with me.
6. One child has begun going to Church because she wants to go with me. She actually got her father to go some Sundays.

To develop within each child the desire to learn and impart his knowledge to others.

To meet this objective so far I have done these things:

1. Encouraged the bringing of life situations to a certain degree into the classroom.
2. Encouraged the idea of looking for information when in doubt.
3. Whenever things of interest come to the school or classroom, I have tried to have the children find out and learn what they could from it.
4. Praised each thing worthy of praise done by each child.
5. Praise of children's deeds made by children themselves. (The children themselves have shown delight in the slightest thing done well by children less fortunate than



they, thus giving that child a sense of success and security.)

6. Helping the children to give help to others when such is advisable.
7. Encouraged the telling of things by children where learning has taken place.

**Objectives for Miss O. --- Third grade**

- I. To develop within the Child a Desire to Attend and Love School.

**Developed by:**

1. Recognizing individual needs and meeting these whenever possible.
2. Keeping an attractive room. (Which has appeal for the child)
3. Varying approach to work day by day.
4. Keeping work on child's level.
5. Giving individual help whenever needed.
6. Developing self-reliance in child.
  - a. Handling of milk
  - b. Running errands
  - c. Cleaning and caring for room
  - d. Watering flowers, etc.
7. Relating individual experiences to work.
8. Encouraging child to take part in all organized play groups and to practice

good sportsmanship at all times.

## II. To Encourage Loyalty to American Ideals

Developed by:

1. Giving a patriotic chapel program.
2. Collecting and displaying appropriate pictures.
3. Helping child to realize he can be a soldier on the home front.
  - a. Collecting scrap paper, etc.
  - b. Buying war stamps.
  - c. Taking proper care of books, clothes, etc.
4. Having group discussion on sacrifices we can make at home, school and in community.
5. Relating activities to work regarding being a good citizen.
6. Making "Good Manners" Booklet.
7. Practicing cleanliness of mind and body while at school and at home.
8. Helping child to respect rights of others.
9. Being considerate of everybody emphasized daily.

Objectives for Miss P --- Fourth grade

### I. To Develop Self-assurance and Independence of the

Individual Child in a Group.

A. I have developed this objective by:

1. Allowing the child to choose what he considers the chief points of interest in a lesson or to make up questions from a lesson and ask the class.
2. Sharing stories they have read.
  - a. Speaking clearly
  - b. Clear cut sentences
  - c. Thoughts in order
  - d. Keeping on subject
3. Choosing books in the library along lines of interest.
4. Bringing interesting objects of interest for others to enjoy.
  - a. Congo display
5. Allowing the individual to contribute his ideas and part in creating large board and wall pictures.
  - a. Congo scene
  - b. Desert scene
  - c. Christmas scene
6. Giving a part to each individual.
  - a. Congo program in the room
  - b. Chapel program

7. Developing neatness and cleanliness in work as well as body and mind.
  - a. Marking errors on papers
  - b. Displaying work
  - c. Charts on health
  - d. Stories
  - e. Movies
8. At times allowing child to grade his own work.
9. Assigning individual jobs in classroom each week.
10. Developing a sense of responsibility for own possessions, school material, etc.
11. Allowing a child to conduct an exercise or two in physical education.
12. Developing a sense of responsibility at home by telling of their chores at home.
13. Allowing child to express his creative ability through art.
14. Learning to use money wisely.
  - a. Banking
  - b. Stamps
  - c. Milk

## II. To Overcome the Selfish Attitude.

A. To develop this objective I have done the following:

1. Not interrupting or speaking out of turn in class.
2. Listening attentively to the opinions of others and being able to give suggestions or corrections without personal antagonism.
3. No "tattling."
4. Sharing materials in the classroom and in the use of song books.
5. Taking turns at jobs each week.
6. Sharing balls and taking turns on slides.
7. Going in orderly fashion to chapel or library, filling in seats as they come.
8. Contributing to worthy causes.
  - a. Red Cross
  - b. Stamps
  - c. Infantile Paralysis
9. Exchanging Christmas gifts and Valentines in the room.
10. Sending a box of fruit, etc., to a sick child in the room.

11. Developing an attitude of tolerance.

A. Spreading the idea of good-will toward individuals and groups whose race, religion, beliefs or ways of living differ from ours.

- a. Stories
- b. Books
- c. Movies
- d. Geography lessons
- e. Music

Objectives for Miss Q. --- High Fourth and High Fifth

Thomas Jefferson School

1943-44

1. To give practice in citizenship through activities that bring children in touch with community, national, and world problems.
2. To promote personal habits of health and safety.
3. To develop a sense of responsibility for the health and welfare of others.

To carry out the above objectives, I have done the following:

1. Developed the feeling that each child makes

a worthwhile contribution to the home and the school

2. Helped them realize their social obligations.
3. Developed the ability to face facts honestly.
4. Had them perform regular duties which they helped plan.
5. Developed team work.
6. Developed creative expression.
7. Guided them in the development of individual good taste.
8. Helped them in problems of health, posture and personal grooming.
9. Helped them recognize the worth of the work of others, as shown through their use of services, and their respect and courtesy toward individuals responsible for them.
10. Developed the knowledge that people are dependent on each other.
11. Developed an awareness of the value of different kinds of work engaged in by people.
12. Helped them to appreciate the worth of

the family and to accept responsibility  
as a member of the family group.

13. Helped them to respect authority.
14. Helped each child to form the habit  
of using safety and health precautions.
15. Developed wholesome boy and girl rela-  
tionships.
16. Developed their own recreational interest.
17. Developed good habits of cleanliness  
in personal appearance.
18. Helped them see that they should use their  
money wisely.

Objectives for Miss R. -- Fifth Grade

Jefferson School

1943-44

- I. Promote good health habits.
  - II. Develop an attitude of good sportsmanship in the  
classroom and especially on the playground.
- I.
1. Since the physical check up was made in  
September I have been trying to check on  
each child and impress the need of correct-  
ing all defects.
  2. Each child has a tooth chart which is kept  
daily - at the end of the week a star is given



to the ones who have cleaned their teeth every day.

3. Some pupils who were not eating breakfast at the first of school are doing it now.
4. Through the school one child gets free milk every morning. This was started after I received a note from the parent stating that she could not afford to serve three meals a day in the home.
5. I have tried to encourage all pupils to buy one-half pint of milk each day. They usually drink this after their Physical Education period.

## II.

1. The pupils and I had a discussion at the beginning of school about good sportsmanship.
2. I have tried to impress each one that he is one person among a group of many.
3. The pupils have an opportunity to show their good sportsmanship in the classroom when we use art supplies - this has worked out very nicely so far.

Objectives for Miss S. --- Six "A" Section

I. To create within each child the desire to better care for his personal surroundings and all school property.

II. To form better health habits with special emphasis on the care of the basements.

I. The first objective has been carried out by:

1. Appointing weekly monitors to care for the room and checking on the neatness of each individual's desk.
2. Reading articles on "Good Manners!"
3. Discussions in class on the importance of taking care of one's own property and being considerate of others.
4. By private talks with children who seem to disregard the property of others and tactfully trying to reason with these students.

II. The second objective has been carried out by:

To form better health habits with special emphasis on the care of the toilets.

The elementary school would definitely fail in its responsibility if it neglected activities which tend to promote good health because good health is the foundation to progress. It is also essential to happiness, a well developed mind and intellectual growth. Today as never before we need to place a greater emphasis on physical

fitness and personal hygiene. We find each day that many of our children are coming to school without breakfast and that they are being neglected in home training. We see this occurring because of present work conditions. Many of our parents are working in defense plants and definitely neglecting the physical fitness of their children. When we realized that 40% of our men called into the armed services were rejected because of physical unfitness it was evident that it was our duty as teachers to place before our students the importance of healthful living, especially if we wish to reach the aim of education - that of fitting the individual for his place in society.)

In my classroom this year I have tried to develop within each individual child the desire to keep the habits of good health and develop the pride in forming good habits of personal hygiene by:

1. Holding before the class the Five Point Health Record and encouraging each student to correct his physical defect.
2. Encouraging each child to buy milk each day. (The class has had an average of 22 out of 28 drinking milk each day.)
3. By contest to stimulate interest.
4. Holding before the class examples of successful people who have laid stress on physical fitness.

5. Establishing pride in the care of the basements and pointing out examples among the class of improvement in personal hygiene.

Objectives for Miss T. --- Sixth Grade

I. To Improve Conduct in the Auditorium, Halls, Classroom and on the Playground

I have tried by setting up standards of conduct, to improve the conduct of my group in the auditorium, halls, classroom and on the playground. The children know exactly where they sit in the auditorium and by marching in by two's they can get seated in less time and with less confusion. They know they are to walk in the halls and up and down the steps. When the bells ring, the children are to come directly to the room.

In the classroom, we have set up certain things that we expect of each other. We try not to talk when someone else is talking. When I leave the room, they are on their honor to conduct themselves correctly. On the playground, the children try to be good sports. They do not bring any of their little arguments or disagreements back to me.

II. To Develop A Better Attitude Among Students on the Playground:

The second objective has been carried out throughout the school by having supervised activities. The children are learning to play fairly. They are learning to recognize leaders and if they cannot be leaders, they

are learning to be good followers.

III. To Develop a Sense of Responsibility for Other  
People's Property:

I have tried to instill in my group a sense of pride in their room. This, I think, keeps them from defacing the desks or walls. I have tried to make them feel a responsibility for the playground equipment. If one takes a ball out, that one is responsible for bringing the ball back to the office.

Objectives for Miss U. --- Sixth Grade

I. Children of today will be the citizens of tomorrow.

I, as a teacher, in doing my part in the war effort, aim to give to these children every possible advantage that will help them to be the very best citizens during the period when the peace of the world is being made.

What I have done to make my children good citizens of tomorrow:

A. Develop Good Attitudes

Honesty

Unselfishness toward their neighbor

Loyalty

Courtesy

Cleanliness

Obedience

Respect for the rights of others

Dependability

Punctuality

A sense of fairness

B. Develop Skills

Arithmetic

Spelling

Reading

Writing

English

C. Develop Reasoning Ability

• Science

History

Geography

D. Develop Strong Bodies

Stunts

Games

Calisthenics

Athletic tests (Va. State Dept.)

II. What I have done to develop the creative

A. Art

1. Regular art work suitable for sixth grade pupils such as cut out work and scenes.
2. My class made the scenery for their own

play and about half of the class made the scenery for the Christmas pageant.

B. Dramatics

1. Several have written original plays.
2. I have allowed children to select and direct several plays this year. They are very good in this.

C. Stories

1. Several have written original stories about subjects we were studying.

Objectives for Miss V. --- Sixth grade

- I. To help children develop a sense of responsibility and independence.

From the viewpoint of society, the individual who cannot shoulder his own responsibilities is a menace. The public school has a definite responsibility here in preparing the children to do their own thinking and to accept their responsibilities. I have tried to do this by making the classroom a workshop in which each child shares his responsibilities. As far as possible I let the children share in the planning and executing of the daily activities of the class. I let each child assume some responsibility.

II. To Show the Importance of Physical Education and the Practice of Safety.

Persons who are physically fit are better able to cope with the problems of their daily lives. Good health and the practice of safety are essential. It is not enough to tell children that they should be physically fit. Records of the daily health check would be the means of evaluating this objective.

III. To Help the Children Understand some of the Important Concepts of Democracy and Patriotism.

The children of today are the citizens of tomorrow. In order to take their places as citizens of a Democracy they must understand its principles. I have tried to give the children this understanding by reading about and discussing the democratic way of life, by studying the democracies of the past and the founding of our own democracy and practicing the democratic principles in the classroom.

Objectives for Miss W. --- Seventh grade

I. To develop the Understanding of How Modern Science Has Transformed Ways of Thinking and Living

1. I started with the interest of the children which was airplanes.



- a. We traced the origin, invention and scientific development of airplanes.
- b. We investigated and collected free materials on different types of modern planes.
- c. We drew and constructed planes.
- d. We displayed our models and pictures.
- e. We discussed the difference in the ways of thinking and living before the airplane.
- f. We discussed the probable future inventions and the effect they will have upon the ways of thinking and living of the nations.

The same procedure was followed in our study of trains and boats.

II. To Guide the Class in Assuming New Responsibilities as War Time Citizens of the Community, State and Nation.

1. Stamp and bond drive.
2. An understanding of the economic problems that face our nation accomplished by:
  - a. Current events discussion conducted informally.
  - b. Panel discussions and written and oral

reports on rationing, inflation, buying, selling and saving.

3. Stimulating interest for participation in an essay contest held in all city schools. (Patriotic subject "Juvenile Americanism" used. Prize won by student in my room.)
4. Inter-racial relations study by means of graphs and charts of population, food products, manufactured materials.
5. Comparison made between past wars and World War II as to means of financing them.
6. Developing fundamental skills by having oral and written reports on radio addresses and magazine articles, constructing War Bond posters and writing plays.
7. Contributing to organized personal service such as Red Cross, Tuberculosis Association and Infantile Paralysis fund.

Objectives for Miss X --- Seventh grade

I. Train boys and girls to be:

1. As individuals, better prepared to become soldiers, seamen, farmers, factory workers,

nurses, housewives, etc.

2. As citizens, better able to work together, and eager to share the costs of the war and its hardships with understanding and courage.
3. As human beings, better prepared to plan for a peace which will extend the Four Freedoms into every corner of the world and to every race and nation in the world.

II. Teach the children to love and respect the democratic rights which our forbears have won, and develop in them an active determination to protect and continue to perfect our ways of expressing these democratic ideals.

To carry out the above objectives the following things have been done:

1. Develop the child's sense of responsibility toward himself and his surroundings.
2. Stimulate individual responsibility toward public and private property.
3. Make instruction in all subjects moral by arousing a will to work and overcome difficulties, and a long line of modest everyday virtues.
4. Lay a foundation of good habits of conduct that lead to automatic behavior.

5. Present life situations that will aid pupils in meeting and solving life's problems.
6. Emphasize the importance of building a strong body to insure happiness and success.
7. Show the value of health in its relations to the mastery of other school subjects and the solution of everyday problems.
8. Develop a respect for school regulations that will ultimately result in respect for law.
9. Train for intelligent and broadminded citizenship.
10. Break down the barriers of provincialism and foster a just and sympathetic attitude toward the people of other countries and their problems.
11. Help the children realize that the price we pay for freedom is perpetual responsibility to practice the laws of democracy diligently, and to work assiduously for their improvement.

## Objectives for Miss Y --- Seventh grade

- I. To develop growth in the power of self-discipline.
- II. To continue the teaching of Democracy and its meanings.  
  
To make the child ever conscious that he is playing an important role in our Democratic Nation in helping to build and maintain these ideals.
- III. To awaken in the pupils a normal desire to live in such a manner as to develop strength and preserve health because in this way he will have the greatest success in securing the things which he desires.
- IV. To instill fundamental truths through continuous experiences.

The following things have been done to carry out the above objectives:

1. Helped children develop right study habits.
2. Helped establish habits of health.
3. Taught how social and governmental agencies protect and conserve life.
4. Had corrections of physical defects made.

5. Developed in the child an appreciation of how the world in which he lives has grown out of the past, and aided him in adapting himself to the complexities of modern society.
6. Taught how modern methods of communication affect cooperative living. Read about and discussed the interdependence of peoples. Discussed ways aviation has brought the world closer together through more rapid transportation and communication.
7. Taught an understanding of our present-day problems.
8. Encouraged habits of thrift-banking, buying stamps and bonds.
9. Gave each child a sense of responsibility in a national undertaking, taught cooperation through actual participation, and brought home in a concrete manner the aims of the present war.
10. Had a classroom where the virtues of courtesy, kindness, thoughtfulness, sympathy, sincerity, orderliness, industry, patience and justice re-practiced.

11. Taught that democracy is more than a form of government but a way of life.
12. Taught that freedom involves duties.
13. Practiced democratic principles in our classroom.
14. Provided opportunities for children to participate.
15. Organized class in such a way that every pupil from time to time has some responsibility.
16. Discussed why people cannot always do as they please.
17. Discussed how opinions are formed and how boys and girls may form sound judgments.
18. Varied approach to subject matter.
19. Used questions that were thought-provoking.
20. Helped the children work happily together.

REPORT OF PROGRESS OF THE  
THOMAS JEFFERSON SCHOOL

Woodrow Wilson Piland came to the Thomas Jefferson Elementary School as its principal on the first of September 1942, and under his leadership I am happy to report much growth and educational proficiency, not only on his part, but also on the part of his staff.

During the time mentioned above, the Parent-Teacher Association, although very effective in the past, has redoubled its efforts in coordinating school services with the good-will of the general public, as well as providing many useful services to the teachers and pupils which otherwise could not have been furnished from the regular school budget. The close support of the Parent-Teacher Association through adversity and success indicates absolute confidence of this group towards Mr. Piland's administration.

The individual child has received greater consideration than ever before and special care has been given to the under-privileged, not only for his physical needs, but also in his educational growth. In this one phase of work Mr. Piland is not yet satisfied. He agrees with me that a greater degree of individual instruction should permeate classroom instruction.



In his relationships with the general public, reactions have been very favorable despite the fact that he does not sell himself for his true worth on first appearances. He has learned the value of making permanent progress rather than securing results achieved under snap judgment.

One of his best jobs has been the coordination and unification of his teaching force. This task has been accomplished in the face of some opposition that was on his door-step even before he assumed the principalship. This coordination has been brought about by two factors:

A. His own personal example of fairness and the recognition by his teachers that his objectives are always directed towards the goal of permanent improvement for the best interest of teachers, pupils, the general public and loyalty to the local administration.

B. His fair and forceful recommendations have been recognized by the school board and the superintendent as untinged by personal animosities. They have been made for the best interests and growth of the school even though they could have reacted to his own personal injury.

His direction of the school has been such as to make the best use of the school facilities, always

keeping in mind the protection of public property and the beautification of its environment.

He admits that he has not quite reached his goal in this and many other problems; however, as he continues to progress in all phases of the school activities, I am led to believe that the time is close at hand when shrubbery, flowers and other objects of beauty on the school grounds will be a source of joy and pride to both teachers and pupils and that a protective fence will not be necessary. It is my sincere wish and desire to be able within the next three years to evaluate the progress of the Jefferson School after his study groups, working in co-ordination with the Senior High School, may understand common objectives to the end that the old natural barrier or gap that has existed so long between Virginia's elementary school and the high school may not exist in the City of Suffolk.

Respectfully submitted,

S. T. Godbey

STG/h

Richmond, 16, Va.

March 29, 1944

Mr. W. W. Piland, Principal

Thomas Jefferson School

Suffolk, Virginia

Dear Mr. Piland:

I want to congratulate you on the accomplishment of your administration in regard to your physical education program. I can appreciate some of the difficulties you encounter, particularly in regard to the necessary change of attitude expressed by teachers. I had about given up in the hope that it was possible to improve the program, so you know that I was delighted the other day when I observed a well organized and constructive program in progress. The teachers were conducting the activities in a very creditable manner and the pupils were reflecting the teachers interest.

I know Superintendent Godbey as well as myself appreciates the improvements you have made in your physical education program.

Please let me know if I can be of any help.

Sincerely yours,

(signed) Eliot V. Graves

Eliot V. Graves, Supervisor  
Physical & Health Education

EVG/dte

Suffolk, Virginia

March 10, 1944

Mr. W. W. Piland,

Suffolk, Va.

Dear Mr. Piland:

The Thomas Jefferson Parent-Teachers Association is greatly indebted to you for the wonderful cooperation you have given us in our work this year. You have made a wonderful principal of our school. You have the respect and support of the teachers and pupils, which can help one to achieve their goal more than anything else.

The chapel programs each week are very educational for the children and the parents attending these programs also enjoy them. Your physical education program in our opinion is one of the best in the state. We hope we can continue to supply the equipment for the playgrounds and twice as many books for the library as we gave this year.

We think the questionnaires that were sent out by you several weeks ago to the parents was one of the finest jobs that has ever been achieved by any principal of Jefferson School. The compilation which you gave to us at our last P. T. A. meeting on these questionnaires was most interesting. Most of the

patrons were very much surprised to know some of these problems exist in our community. We agree with you that some of these problems could be solved if we had a supervised playground for the children after school and during the summer months. We also agree with our speaker we had on Founders Day, Mr. Willett. He said, if you recall, that the manpower shortage wasn't so great that mothers had to leave their children to the four winds and go to work in war plants or other industries. The sooner we can educate the mothers to this fact the sooner we will solve our juvenile delinquency problem.

Please continue the educational moving pictures in the school for the children each week as the P. T. A. thinks this is one of the quickest ways to make the students think and to arouse their curiosity for broader study.

The interest you have shown our indigent children this year has been a great help to us in our health program. We hope to follow up your suggestions given us at our last meeting.

Thanking you again for your cooperation, we remain,

Yours very truly,

The Thomas Jefferson Parent Teachers  
Ass'n.

Mrs. Hilary M. January, Pres.

Evidences of Progress in the Thomas Jefferson School  
Evaluation by the Supervisor of Elementary  
Education

The administration has provided health records, tests, cumulative records, conferences, schedules of work, films, a variety of teaching tools and freedom from too much artificial adult pressure.

Attention has been given to skills for which pupils have actual use such as games, music, written work, personal appearance, speaking, health, safety, science, shop, art, reading, manners, etc.

In observing attitude towards parents, care of school property, acceptance of group rules, obedience to traffic regulations, behavior in church, at movies and at school programs, I find that pupils have improved in respect for authority and have more respect and consideration for others.

Group of teachers are studying the course of study and are having their pupils learn subject matter which contributes to carrying out plans and purposes.

The Seventh Grade Stanford Tests show that pupils have command of skills appropriate to their maturity and capacity. The scores compare very favorably with the national norms.

In a comprehensive spelling test given over  
a period of three years the results are as follows:

Percentage of pupils passing -

1942	1943	1944
51%	56.9%	59.5%

Helen I. Truitt

Elementary Supervisor

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## Vita

Woodrow W. Piland was born in Nansemond County, Virginia, April 6, 1915. He was educated in the public school at Holland, Virginia; Elon College, Elon College, North Carolina; The University of North Carolina, Chapel Hill, North Carolina, and the College of William and Mary, Williamsburg, Virginia.

His professional experience includes that of Assistant Principal and Director of Athletics in Richfield High School, Richfield, North Carolina; Principal of DeJarnette Elementary School, Nansemond County, Driver, Virginia; Principal of Thomas Jefferson Elementary School, Suffolk, Virginia.