Bulletin 1954, No. 10

Educating Children in Grades SEVEN and EIGHT

by GERTRUDE M. LEWIS, *Specialist for Upper Grades*

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE . . . OVETA CULP HOBBY, *Secretary*
Office of Education . . . . . SAMUEL MILLER BROWNELL, *Commissioner*

ACKNOWLEDGMENTS

The appreciation of the Office of Education is gratefully expressed to the public-school administrators and to members of their staffs in the following cities for contributing the information which has made this report possible:

Andover, Conn.
Ankeny, Iowa
Bel Air, Md.
Bladensburg, Md.
Bloomfield, N. J.
Cedar City, Utah
Chevy Chase, Md.
Clarksburg, W. Va.
Cleveland, Ohio
Columbia, S. C.
Columbus, Ohio
Concord, N. H.
David City, Nebr.
East Hartford, Conn.
Emporia, Kans.
Fort Thomas, Ky.
Fort Wayne, Ind.
Franklin, Tenn.
Frederick, Md.
Greenville, S. C.
Greenwich, N. J.
Haleyville, N. J.
Hartford, Conn.
Henrico County, Va.
Huxley, Iowa
Independence, Ky.
Jordan District, Utah
Kensington, Md.
Manassas, Va.
Nashua, N. H.
Old Hickory, Tenn.
Oneonta, N. Y.
Orangeburg, S. C.
Osage, W. Va.
Philadelphia, Pa.
Planeview, Kans.
Pleasant Valley, Conn.
Reno, Nev.
Rothschild, Wis.
Rutland, Vt.
San Carlos, Calif.
Scarsdale, N. Y.
Schofield, Wis.
Silver Spring, Md.
Springfield, Mass.
Stromsburg, Nebr.
Suitland, Md.
Takoma Park, Md.
Vestal, N. Y.
West Hartford, Conn.
Williamson County, Tenn.
Winfield, Kans.
Winneconne, Wis.
Wyoming, Minn.

WASHINGTON
UNITED STATES GOVERNMENT PRINTING OFFICE
1964

For sale by the Superintendent of Documents, U. S. Government Printing Office
Washington 25, D. C. - Price 35 cents

FOREWORD

IN RECENT YEARS, numerous questions have been raised in correspondence and in conferences about the education of children in grades seven and eight. In response to the interest expressed, the Elementary Schools Section of the Office of Education invited a group of educators representing administrators, supervisors, teachers, and teacher-educators to a conference to discuss the need for a study of educational programs in these grades and the methods by which a study might be carried out and reported. It was decided in this conference that such a study would be useful to school administrators, supervisors, and teachers and that it should be undertaken by the Office of Education. It was further decided that (1) research in child development and child study should be examined as a basis for reporting the characteristics of children usually found in grades seven and eight; (2) on the basis of these characteristics some elements of desirable school programs should be projected; (3) selected schools, both elementary and junior high schools, educating seventh and eighth grade children should be visited in search of good practices; (4) the education of teachers for these grades should be studied; and (5) a bulletin should be published as a result of the study. Four of these steps have been carried out. The study of education of teachers for these grades will be undertaken at a future time.

Schools were selected in several ways. Letters were sent by the Elementary Schools Section of the Office of Education to the director of instruction in each State Department of Education explaining the study and inviting him to name several schools in the State which might be visited in search of good practices in the education of 7th and 8th grade children. Other schools were selected from suggestions by staff members of teachers colleges and universities and by members of the conference in which the study was planned.

In carrying out the observations, an effort was made to visit schools in every State and to include a wide variety of schools. Although it was not possible, due to limitations of travel budget, to visit schools in every State, it was possible to include a wide variety of schools. Seventy-six schools in twenty-three States were observed for one day each. Thirty-one were elementary and forty-five were junior high schools. Repre-

sented were very large and smaller city schools, consolidated and rural schools, and schools made up of different socio-economic groups.

In letters asking permission to visit, the stated purpose of each visit was "to find practices which the local people consider to be good for children" in the school. Practices known to be used only occasionally, unless typical, were not to be included. No visit exceeded a day; therefore no program was observed in its entirety. In each case the principal helped decide what would make the day most profitable. In most cases observation was supplemented by short conferences with administrators, supervisors, and teachers, and sometimes with parents and children.

The present bulletin, then, is the result of research, observation, and interviews. *Part One* reports the results of research into characteristics and needs of children commonly found in grades seven and eight and projects some characteristics of desirable educational programs for them. *Part Two* reports some of the things schools included in this study are doing for children and some of the ways in which these schools work with parents and the community. The *Appendix* indicates some directions in which schools need further help.

A Bibliography, arranged to follow the sequence used in the report, is included for those who wish to study further or to pursue sources used here. Numbers included in the text refer to numbered references in the bibliography.

Little attempt is made to evaluate the practices reported here; rather it is left to the reader to make his own evaluation of the immediate or long-range value of any practice in meeting the needs of children of these ages in the United States in their steady growth toward maturity.

WAYNE O. REED
Assistant Commissioner
State and Local
School Systems

GALEN JONES
Director
Instruction, Organization and
Services Branch

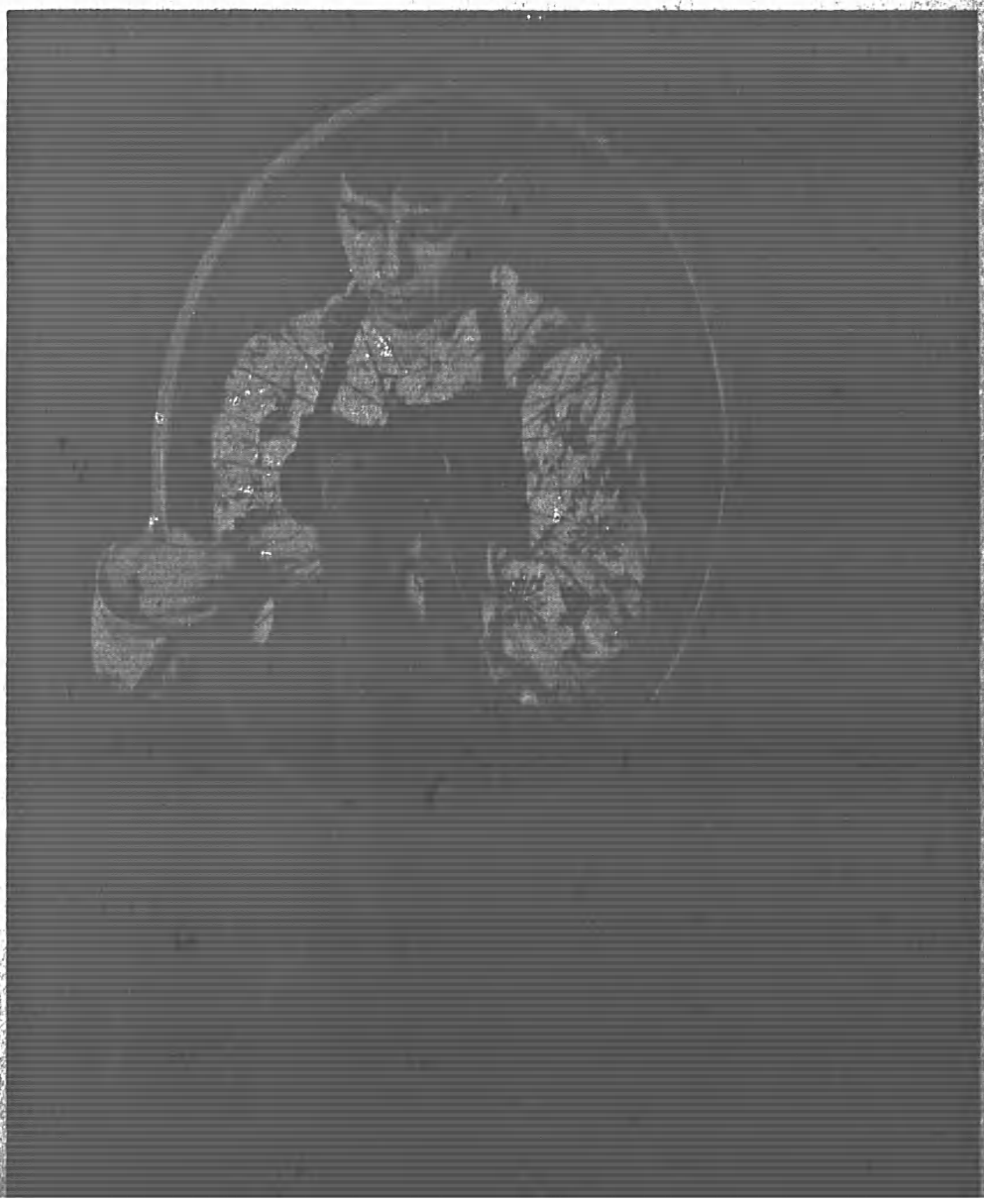
CONTENTS

PART 1

PART ONE

What Should Schools Do For SEVENTH *and* EIGHTH Grade Children?

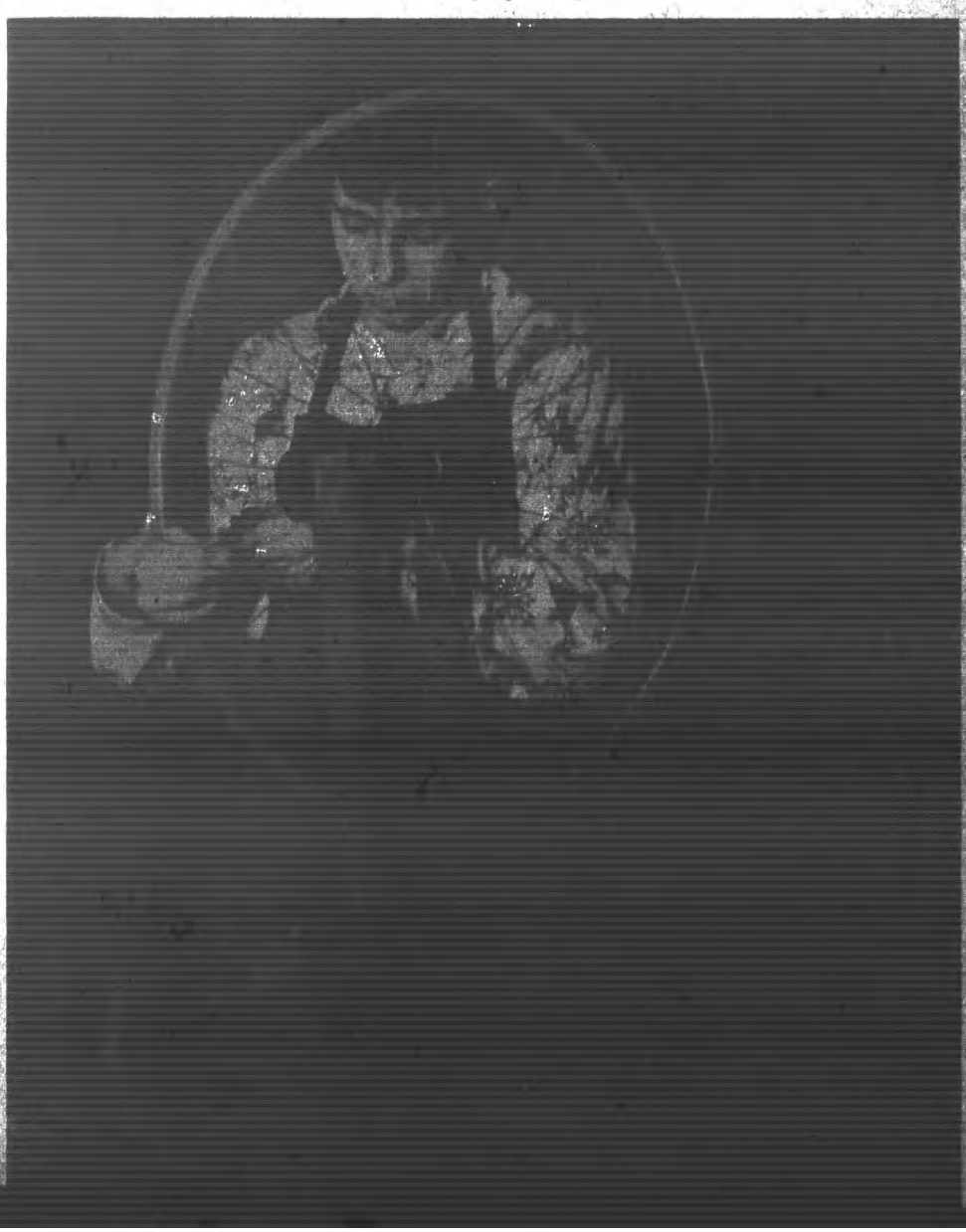
Learning by doing



PART ONE

What Should Schools Do For SEVENTH *and* EIGHTH Grade Children?

Learning by doing



into adulthood. But the place at which children happen to be along the ladder of physical development has much to do with the variety which appears in children in the seventh and eighth grades. Coming into puberty seems to have tremendous implications for appearance and behavior, and most children reach puberty some time between the late sixth and the late ninth grades.

Because children do not all arrive at puberty at the same age, seventh- and eighth-grade children are comprised biologically of three groups: (a) two-thirds of the boys and one-third of the girls are preadolescents, or "older children"; (b) a few are "young adolescents"; and (c) many are in between these two stages. Usually in grade seven, among 11-, 12-, and 13-year-old children, preadolescents predominate; in grade eight, among 12-, 13-, and 14-year-old children, "young adolescents" increase in number; in grade nine, "young adolescents" predominate with "older children" definitely in the minority.

II. *How do teachers recognize the stage of development seventh and eighth graders have reached?*

It is possible, through close observation of physical appearance, social-emotional behavior, interests, and deep concerns of children, to gain some facility in identifying the stage of development each has reached.

OBSERVING PHYSICAL APPEARANCE

Preadolescents are the children who still look more like children than like youths. Their bodies still have the balanced proportion and lithe grace which belong to later childhood. At this stage, growth is usually slow, and children are likely to be healthy and energetic, seldom sick or languid. (4)

Young adolescents may often be recognized by certain changes in body structure. The growth spurt which characterizes the onset of puberty has begun. As a result, bodies are growing, and not too uniformly. Legs, arms, hands, and feet often grow first, facial features change, hips and shoulders broaden, boys' voices move to a lower register, and other secondary sex characteristics appear. The most grownup of these "young adolescents" resemble men and women more than they resemble children. (16)

OBSERVING SOCIAL-EMOTIONAL BEHAVIOR

The stage of development may be recognized somewhat by *social-emotional behavior*. *Preadolescents* are in the "gang" age which characterizes later childhood and which is such an important part of life in the middle grades. Preadolescent boys form gangs of boys of about their

own development, suffering as little contact as possible with girls and adults, especially with women. They are impatient with boys who show interest in girls, and do *not want* to be like them. The gang forms on any pretext, to play, to work, to sing, to hike, even to fight. The gang's the thing, not the activity. They want to feel free to go with the gang when they want to. In order to feel free, many of them assert their freedom loudly and avidly. (11, 13, 14, 15, 16)

Observation seems to show that the defiance is likely to be less tempestuous, sometimes not even conspicuous, with children who have been encouraged to help make decisions in the earlier years. Nevertheless, defiance of restrictions is common, whether the restriction is imposed by parents, teachers, or others. Even the meekest boy among them admires the one who is loud in his defiance. This resentment seems more against the female than the male world. This may be because, in our society, in both family and school life, women usually have more to do with training younger children to conform to family and school living. Now, in their attempt to establish a sense of masculinity, boys declare their independence not only against women but against things which our women seem to stress: cleanliness, obedience, politeness, conformity. Commonly, boys of this period go dirty and unkempt and are careless about clothing. Some even remain away from home returning only "to eat and sleep."(18)

But moments of panic occur. When all is said and done, children do depend upon adults for a home and for comfort and understanding. Much as they want to, they cannot stand alone. They want their parents and teachers to like them and to enjoy their company. But they want affection, comfort, and security without demands on their own independence. So, in the very midst of defiance, fear or guilt may overtake one and spoil his grandeur. What will he do if Mother makes him live up to his threat to leave home? Will Mother welcome him when he decides to go home? Will Dad refuse to take him on the next trip? What will happen to him if they all desert him? Bravado says, "I can live without them." Fear makes him run home fast to see how things are. Reaching home, he may cling to his mother affectionately, or he may rebuff her attentions. Who knows? He, least of all. Emotions are tricky when one is venturing out and beyond childish habits. (19)

Girls, on the whole, do not defy so loudly and persistently. Like the boys, they would like to be free to go with the gang, but, in our society, this is not so easy for girls to achieve. They learn early that "nice girls stay home" with their parents. Perhaps this is easier to take, since the role of most women in our society is in the home. Girls do form girl cliques, and in these cliques they repel boys and adults and whisper endlessly about things that interest them. Some girls even accept punishment in order to be with their gang.

Young adolescents also show their development socially and emotionally.

They have progressed from the one-sex "gang" to the mixed "crowd" phase. These children study the crowd, follow the crowd, imitate the crowd, literally live by the crowd, and are miserable without it. It is as though the preceding years had tempered them in small groups to live in the herd. Bobby-sox, sweaters and skirts, sweatshirts or sweaters and jeans—whatever the crowd wears, they all wear. It's a time for fads in dress. (11, 15)

Young adolescents want to be popular with the opposite sex, but they seem to proceed on the basis that there is safety in numbers. They want parties where they can come together. Girls practice their powers of hostessing large parties. To these parties, girls and boys come separately, girls arriving first literally in droves, and boys coming soon after, also in droves. With boisterousness and antics, boys attempt to gain the attention of the girls. The girls respond loudly, jitterbugging or roughhousing as hard and long as the boys hold out. They mingle noisily and eat as ravenously as supply permits. Then, slowly and noisily they leave, and groups of girls followed by groups of boys move toward their homes. Eventually, they part and go home, boys with boys, and girls with girls.

The most mature girls in grades seven and eight may be as much as three to four years more advanced physically and in every other way than some of the boys of the same age. These girls usually crave the association of boys mature enough to be congenial with them. Since they attempt to attract with daintiness, cosmetics, occasional high heels, dress-up-dresses, jewelry, and an air of reserve or dignity, they look with disdain upon the behavior of the younger boys and girls, behavior which they have "long-since" outgrown.

In schools of mixed socio-economic groups, some shy children or some who come from the lower socio-economic brackets or from minority groups sometimes want desperately to be associated with groups whose members are unaware of their desire or who will not accept them. This creates a problem of a very special type.

Despite the craving for crowds which these children express, observation shows that there is need for each to have at least one close friend, usually of the same sex, in whom to confide. Instability may result when children are not successful at winning or holding such a friendship.

The drive toward independence which compels these children brings guilt feelings over relations with their parents. Many of them also worry about such things as the health of their parents and about their fathers' employment. Vacillating between desire for freedom from home controls and affection for the members of the family, their behavior is sometimes unpredictable and erratic. On the whole, though, they are less verbal about their defiance of parents than they were a short time before and consider the defiance of less mature children amusing. In

a favorable mood, these children can be very helpful at home. But the quick alternation of energy and fatigue makes them undependable, and, when the lawn remains half mowed or the living room half cleaned, this too gives cause for misunderstanding.

OBSERVING THE INTERESTS OF CHILDREN

To some extent the interests of preadolescent boys and girls and of young adolescents indicate the level of growth which they have achieved. Preadolescent boys as a rule are interested in becoming strong and skillful and in excelling at group and team games. Of their own free will, they often practice physical stunts and skills. As a rule, they admire sports heroes, and they are ardent sports fans. (10, 11, 13, 14, 15, 16, 17, 23, 24)

Boys especially like to work with many different things and to explore many different areas. Their interests are endless: wood, cement, clay, paint, charcoal, birds, insects, animals, people, trees, plants, minerals, soil, water, fish, machinery, music, art, dramatics, camping and outdoor life, conversation and discussion, even cooking and sewing. They like to talk and read about character traits such as honesty, courage, cowardice, fairness, or justice, attempting to clarify what these mean in terms of behavior.

Preadolescent girls continue to enjoy some team and large group games, but in many of the more mature the urge for physical activity seems gradually to taper off. Their interests turn toward such activities as tennis, archery, badminton, swimming, and dancing. Some girls of this age are tomboyish but are well-accepted. Some aspire to be well-behaved, quiet girls who are neat, tidy, well-dressed, and friendly.

Many experiences which attract boys also attract girls. In addition, girls are especially interested in home-making activities, and many learn to knit, sew, cook, and clean at this time.

Young adolescents want to participate in the things the crowd does or admires, and they are willing to work to achieve skills and competencies which will enable them to be group members. The range of activities in which they are or can become interested is broad and fluctuates with popular interest: partying at someone's home, ballroom or square dancing, music, clowning, hiking, ice and roller skating, ping-pong, basketball, baseball, out-door life, and many others. Because their bodies are out of proportion and awkward, shyness often keeps them from realizing these desires. It is not uncommon for boys who are unable to take part in dancing to stand on the sidelines and jeer at friends who are more successful, turning, when they become bored, to some activity which they can perform successfully. (24)

Rugged activity appeals to many girls and to some boys less than

formerly; many are willing now to be spectators of the activities of others, especially if "their crowd" approves of this. Energy comes in spurts and goes just as suddenly; interest in strenuous work and play is apt to fluctuate accordingly. Those who do engage in rugged activity must be observed carefully for overfatigue.

Ways to earn money interest these children keenly, for their social lives demand more money than most adults ever dreamed of having at this age. Sodas, movies, food, clothing, and entrance fees all cost more. Girls turn to baby-sitting, sewing, helping with housework; boys do all sorts of chores. Developing, no doubt, from the need for money as well as from the drive to grow up, many children of these ages show interest in learning about work activities. Given opportunity, such children pursue this study with evident satisfaction.

Interests extend to things in the immediate or world society. They want to understand views which adults whom they know hold toward affairs of importance. Frequently, they are found listening attentively to conversation of adults, attempting to satisfy an "insatiable curiosity" to know what men and women in their world think about important things that are happening. In the same way, they watch avidly to see what the grown folks do. In their own groups, conversation includes national and international affairs as well as sports, scientific developments in space, cars, boys, girls, amusements, and earning money.

General health, personal appearance, personal-social relations, and the social amenities are more absorbing now. Interest in diet increases, due in part to erratic appetites, to increased size, and somewhat to skin disturbances. Girls, particularly, often show interest in preparing and serving meals in their homes. Curiosity about sex is keen, especially as it concerns personal development and personal behavior toward the opposite sex.

OBSERVING THE DEEP CONCERNS OF CHILDREN

The deep concerns of children often reveal their stage of development. Like all of us, children are deeply concerned only about what is vitally important to them. Because of this, their behavior often reflects needs. To *preadolescents*, it is a deep concern to belong to a gang, to be with the gang, and to gain freedom to carry on their own interests. Much of their thinking is about this interest. Usually, they do not yet have deep concern about their own physical growth, unless their growth is much delayed or is excessive, or unless their closest friends outdistance them. When that happens, however, boys especially become deeply concerned and want to be reassured that they will some day grow to be as big as most men.

Young adolescents, on the other hand, show deep concern about their

own development, particularly about their physical development, and about their relations with peers and with parents.

Concerning their own development, children want to understand the changes in their bodies. "What's happening to me? Why is it happening? Does it happen to everyone? Am I different? How can I take care of myself? (16)

Concerning relations with peers, many questions arise. "How can I make friends? How can I be popular? How can I be sure people will invite me? How shall I act when I get there? How should I introduce my friend? How should a girl (boy) act on a date? How should I dress for a dinner party where there are grown-ups? How can I earn money for the things I want to do?" (24)

Concerning relations with parents, there are also many causes for consideration. "Are my parents pleased with the way I am growing up? Why do they not treat me as a grown-up? Shouldn't I have a place to keep my things where no one will intrude? Should Mother be willing to let me wear her jewelry? Shouldn't I be allowed to stay out as late as everyone else does? Shouldn't I make some decisions alone? Shouldn't our parents pay us for working at home? Am I fair to my parents?"

Relationships with parents at this time are often complicated by the fact that many parents are themselves facing problems of physical and emotional change, making it difficult to maintain stability and patience. Nevertheless, adults who would help children grow up must recognize the behaviors which are normal and natural to a phase of development. When children achieve satisfaction in normal desires and behaviors, they are better prepared to move to the next phase of growth.

III. *What are the needs of children in grades seven and eight?*

Looking at the variety of characteristics and behavior of children of these ages, teachers often ask: Is there no uniformity among them? Are there no guiding principles which give them a common bond?

From students of human growth and development and workers with children-in-trouble come simple analyses of fundamental needs of human beings as they have observed them.

NEEDS AS STUDENTS OF HUMAN DEVELOPMENT SEE THEM

Though students of human development sometimes use different classifications, the common needs they point out may be reduced to the following:

1. Those conditions which support physical well-being and stimulate growth—food, warmth, air, light, activity and rest, and safety.

304418°—54——2

2. Those conditions which support emotional well-being—a sense of security and a sense of worth or self-respect.

3. Those conditions which lead to increasing ability to cope independently with life situations. (13)

NEEDS AS STUDENTS OF CHILDREN-IN-TROUBLE SEE THEM

From clinics and study centers in which children-in-trouble are studied comes another analysis, emphasizing the social-emotional needs:

1. Reliable, responsible love or affection of those adults on whom the child depends in order that a sense of security, worth, and responsibility may be developed. Easy availability of these adults for counselling.

2. Consistency in guidance among adults who are important in the child's life in order that stability and responsibility may be fostered.

3. Happiness in experiences especially at home and at school.

4. Skills through which children may meet success in life such as in making friends and in gaining recognition for one's worth.

These groups approach the problem of needs from different angles, one from a study of what helps to lay the foundation for good wholesome development and the other from a study of causes of socially disapproved behavior and factors important in rehabilitation. Yet both stress the importance of warm human relations and successful experience to good development. (2, 8, 9, 11, 19)

COMMON NEEDS OF ALL SEVENTH AND EIGHTH GRADE CHILDREN

Translated into *needs* of seventh and eighth graders, these needs might be stated as follows:

1. Environmental conditions to maintain healthy, growing bodies.

2. Individualized program of activity and rest to nurture health and growth in every child.

3. Program of health services, practices, and instruction to secure for each individual optimum health, protection from disease and accident, and correction of defects, and to educate children in the care of their bodies.

4. Conditions to enable children to gain the affection and friend-

ship of those upon whom they depend for the sense of security and worth and to develop the attitudes and skills which are fundamental to a sense of security.

5. Conditions to help each child develop a sense of worth and self-respect by meeting the demands of the environment in whatever things the society holds in high value.

6. A school program to meet the needs of each child, aiming ultimately at self-guidance or independence.

7. Curriculum opportunity to help each grow continuously in basic academic skills, understandings, powers of expression, emotional resources, and working with others.

In these more general needs, children in grades seven and eight do not differ from other children. All children *need* conditions for good development. If children are to be helped in their growth toward maturity, they must be helped now to achieve the tasks which presently are important in order that they may move on to the next growth stage. In this the schools have great responsibility. (16)

Chapter Two:

Looking at Some Demands and Hopes Which Society Holds for Children in Grades Seven and Eight, and at Some Experiences of Children

IN THE PRECEDING CHAPTER, an interpretation was made of the common needs of all children and the growth characteristics of children who are normally found in grades seven and eight. Even though certain characteristics and needs of children are defined by the laws of growth, these characteristics and needs must be fulfilled as children live with other people in ways which will make them happy human beings, acceptable not only to themselves but to others as well. This requires that, as they grow, they must meet certain demands of the society which they live in at home, and on increasingly broader horizons.

I. *Demands and hopes of society*

Our society places demands upon children. What is demanded, however, varies somewhat from one home, one community, and one social economic group to another. In every home and in every community, it is considered important that children learn to think and act the way most people who live there do. Adults expect children to conform to family and folkways; peers make even stronger demands than most adults do. Children are also expected to learn to understand our national traditions and hopes and to acquire attitudes and habits necessary for intelligent, responsible participation in civic affairs at the local and national levels, and, at present, even in the international scene. (6, 26, 27, 29)

A great deal of value is also placed on self-reliance. It is important that children grow gradually but surely in ability to guide their own actions or to "take care of themselves" in every way: physically, socially, emotionally, spiritually, and economically. Children are expected to grow in ability to take care of their bodies and to cooperate in maintaining healthful conditions for other people; to communicate, associate, and work with others, make and maintain friends, and cooperate with others for the common good; to utilize, deepen, and control their emotions with poise and maturity; to find spiritual orientation to their emotional

satisfaction; and to render a constructive service to society which will make them able to sustain their own lives and lives dependent on them.

Fortunately, because our society places value on these abilities, most children acquire a sense of their importance, and as a result they desire to achieve these things for themselves. Children wish to be approved by the people around them and to become more and more independent.

The public school is expected to help the children who attend it fit into our culture, each in his own best way. The responsibility of the school is to provide for or make possible curriculum experiences which help children learn what the society wishes them to learn at the same time they are meeting their own basic growth drives to grow up. The artistry of teaching is in helping children plan the right experiences at the right time to satisfy present interests or needs and to stimulate growth.

II. *Experiences of children*

Helping children to grow into understanding of their culture is a task complicated by the fact that children live in different surroundings and have different experiences. By the time they enter the seventh grade, some children have long since learned attitudes and behaviors which enable them to participate fully in school life. Others have learned behaviors acceptable in the neighborhood where they live, but they are continuously faced with the bewildering fact that theirs is an exceptional neighborhood and that behavior learned there is not always acceptable to people they meet at school. In this latter group, mutual understanding between teacher and child is hard to achieve, for teachers, usually from middle-class homes, understand ways acceptable there and are as bewildered as the children by ways not like their own. (6, 9, 10, 11, 26, 27, 29, 33).

Children in these grades have had different experiences in, as well out of, the schools. Most of the children have come from schools where they have remained all day with one teacher who has had almost complete responsibility for their education and for their well-being at school. Most of them have been able to accomplish all or more than the expectations of each grade, and they enter the seventh grade well able to meet the situations they will find there. Some, however, have not been so fortunate. They have grown more slowly; because of growth characteristics or other circumstances usually beyond their control, they have not been able to accomplish so much. Some are handicapped by defects of one kind or another. Some, too, have had an irregular pattern of growth, excelling in some lines and falling behind in other lines. These enter the seventh grade not so able to meet any and all circumstances. Provisions must be made for these children with special gifts and special problems

if they are to continue growing without hopeless gaps impossible for them to bridge.

Thus, any child who comes to school is faced with several demands which he may not find easy to reconcile—those which his own drive toward maturity make upon him, those which his family and his community make upon him, those which our democratic nation make upon him, and those which the school and the people he meets at school make upon him.

None of these can be overlooked by him. He must learn to evade, struggle against, or cooperate with these demands. He must sometimes choose which demands he will yield to; he may sometimes find himself torn and frustrated in efforts to satisfy demands which are in opposition to each other.

Any school, then, which is trying to do a good job with children in grades seven and eight works with few constants and many variables:

Constants: All are human beings—
- with common needs
- responding basically in the same ways

Variables: (a) Children who are different—
- in stage of development
- in characteristics and potentialities
- in former experiences in and out of school

(b) Growth changes which are, generally—
- rapid
- irregular from person to person
- fluctuating

(c) Demands of society—
- in which the child lives
- in which the child goes to school
- by which community and national traditions, customs, and hopes are perpetuated and improved

It is the school's work to help children reconcile these demands or to make choices and accept circumstances which are inherent in the life situation. Each must be helped to satisfy the demands of home, school, and community life about him while, at the same time, he works at his own speed and in his own best way toward goals which he sets for himself.

Chapter Three:

Some Commonly Found Qualities of Schools Which Are Trying To Meet the Needs of Seventh and Eighth Grade Children

SCHOOLS working for the development of *all* children are marked by interest in human beings and by a professional spirit of mutual helpfulness. (35–54) Among the qualities which distinguish these schools are:

I. SOME QUALITIES WHICH MARK THE ENTIRE SCHOOL

A. *Friendliness among the staff, parents, and children—and concern for what happens to children*

1. During the school day.
2. In the entire 24-hour day.
3. All year round.

B. *Cooperative planning of goals to be achieved and ways of reaching these goals. With involvement of children, parents, school staff, community agencies, and many other people as the need arises*

C. *Attention to the total needs of all children*

1. For health and energy.
2. For social-emotional growth.
3. For growth toward independence.

D. *Attention to individual differences in interests and growth*

1. Materials adapted to each child.
2. Activities to permit each to take a constructive part.
3. Recognition of growth, no matter how small.
4. Efforts to help slow or handicapped children achieve the best possible satisfactions.

E. *Attention to children having special needs which interfere with progress*

1. Physical.
2. Social-emotional.
3. Intellectual.

F. *Happiness and industry of children*

1. Joyousness in living.
2. Interest, participation, and satisfaction in achievement.
3. Concern for those who are unhappy and cooperative effort to help them work out their problems.

II. SOME CHARACTERISTICS OF SCHOOLS WHICH ARE MEETING CHILDREN'S NEEDS FOR PHYSICAL DEVELOPMENT (59–70)

A. *Cooperative Planning of all members of the staff, parents, health specialists, and sometimes children regarding goals to be achieved, nature of the program needed and available, and use of staff, space, and time to insure that all children have opportunity to benefit from the program*

B. *Health services to insure development and maintenance of good health*

1. Periodic and complete examinations and effective follow up.
2. Health records to be used as a basis for continuing guidance.
3. Health room equipped with first-aid and rest facilities.
4. Nurse service available regularly and when needed.
5. Specialists in physical and mental health available when needed.

C. *Healthful environment*

1. Physical surroundings which are clean and sanitary.
2. Conveniences which implement health—good lighting and ventilation, running hot and cold running water, proper seating, adequate space to carry out a desirable program of activities.
3. Nutritious lunches.
4. Human relations which promote good emotional tone.

D. *Curriculum experiences designed to promote health and to help children acquire responsibility in health matters*

1. Opportunities to learn about health in ways that inspire the wish to carry through.
   a. Understanding and care of the body at ages 12, 13, and 14.
   b. Understanding of personal responsibilities for school, home, and community health.
   c. Growing understanding of how the community provides for health needs.
   d. Growing understanding of national and world health problems, especially as they affect our Nation.
   e. Understanding of pioneers who have contributed to health knowledge.
   f. Understanding of how accident and injury may be avoided.

2. Opportunity to enjoy healthful activities.
   a. Relays and individual, dual, and team sports and games for boys and girls open to all on an optional basis—with proper medical precautions and with opportunities for children who must have a limited program.
   b. Self-testing activities and game skills.
   c. Opportunity for large group activities which are or can be made popular, such as folk and square dancing.
   d. Opportunity for small group and individual activities, such as tennis, table games, jumping rope, and jackstones.
   e. Opportunity for local and regional activities, such as ice and roller skating, skiing, aquatics.

E. *Access to resources in the school and community when it is needed to enlarge understandings*

III. SOME CHARACTERISTICS OF SCHOOLS WHICH ARE MEETING CHILDREN'S SOCIAL-EMOTIONAL NEEDS (77-81)

A. *Friendly social environment which encourages warm human relations and cooperative planning among children, staff, and parents*

1. Opportunities to become acquainted.
2. Easy access to conferences when necessary.
3. Opportunities to plan social events of the school.

B. *Assistance in meeting difficulties*

1. Behavior records, as part of the cumulative records, which show areas of concern, treatment tried, and results to date.
2. Counselling service for every child with some staff member who is sensitive to his needs and to whom the child may go for guidance and help on academic, personal, or group problems. (Not necessarily the same staff member for all children.)
3. Specialists available when necessary to meet unusual needs—mental hygiene workers, psychologists, psychiatrists, and others.

C. *Curriculum experiences designed to help children grow in understanding themselves and others and in relating themselves to others*

1. Opportunities to learn about social-emotional behavior.
   a. Growing understanding of personal emotions and social habits and of how to deal with them, particularly through life in the school.
   b. Growing understanding of relations with others at home, at school, and in the community, nation, and world.
   c. Opportunities to learn social skills necessary to better social adaptation.
   d. Opportunities for experiences which deepen the emotions and build emotional resources.
   e. Opportunities for creative expression in ways providing release through constructive activity.
2. Provision for learning through social activities.
   a. Informal activity sufficient to release tensions and promote friendliness.
   b. Work and play groups or committees composed sometimes of one sex and sometimes of both, sometimes of similar ages and sometimes of mixed ages.
   c. Flexibility in group membership to allow for changes in social characteristics of children as they approach and enter adolescence.
   d. Opportunities to mingle with older and younger people.
   e. Balance of activities so that no child may be deprived or overstimulated.

D. *Access to resources beyond the school to extend understandings or to help solve problems*

IV. SOME CHARACTERISTICS OF SCHOOLS WHICH ARE HELPING CHILDREN BECOME MORE INDEPENDENT AS INDIVIDUALS AND AS GROUP MEMBERS (82-85, 137-141)

A. *Cooperative staff-parent-student planning which enables the school to reach agreements about goals and about how living shall be carried on in school*

B. *Cooperative teacher-pupil planning which makes it possible for each child to know his achievements and needs, to set goals, and to establish "next steps"*

C. *Environment which makes it possible for children to satisfy their desire for increasing independence or self-reliance*

D. *Opportunities for children to take responsibility for individual, group, and school affairs, and—to some extent—civic affairs and community service*

E. *Opportunities for children to take responsibility for individual progress in basic academic lines*

1. Cumulative records and observations used as bases for guidance.
2. Evaluative techniques used to enable each child to know his strengths and needs.
3. Continuing opportunities to acquire greater academic skills as long as improvement is needed.
4. Conferences when needed to plan goals and "next steps."
5. Materials, experiences, and teaching available to meet individual needs and adapted to individual differences.
6. Experiences related to life needs.

F. *Opportunities for greater responsibility in group affairs to insure progressive ability to participate in group life*

1. Participation in planning.
   a. Activities which the whole school may carry out.
   b. Activities which the class may carry out in study or in some other way.
   c. Activities to be carried out by clubs, committees, or groups.
   d. Activities which provide opportunity for all children to use and develop their various skills or talents.
2. Participation in carrying out and evaluating the success of ventures planned, especially in noting possible causes for both successes and failures.

G. *Opportunities to learn personal responsibility for civic life*

1. Growth in understanding.
   a. Local, State, national, and world life.
   b. Development of our ways of living and of the ways of other people.
   c. Responsibility of the individual in our form of government.
2. Application of learning by participating in activities which improve the community in some respect.

H. *Continuing access to resources in the community to broaden understanding, to develop skill in using community resources and institutions, and to encourage habits of good citizenship*

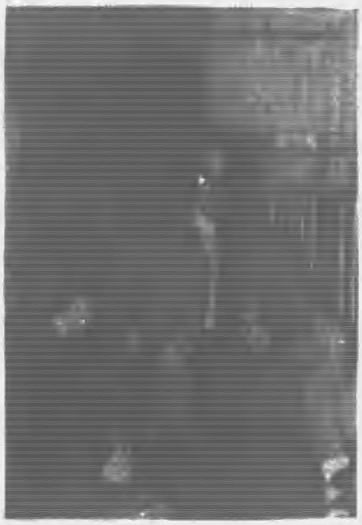
PART 2

PART TWO

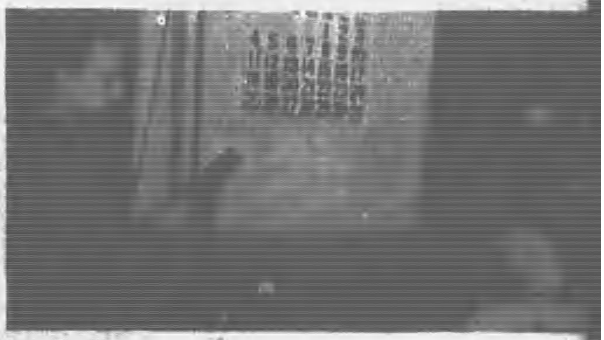
SEVENTH *and* EIGHTH

Grades in Action

Part of a citywide dance review



Teachers guide children in many ways



Children learn through many interests

Children learn through reading, writing, and arithmetic, and countless other skills

Chapter One:

How the Schools Are Organized

MANY SCHOOLS are at work improving programs of education for children in grades seven and eight. Efforts to do this show up in many ways, sometimes in the way the school is organized and administered, in curriculum opportunities and experiences or in services which are provided to facilitate or supplement the work of the classroom teachers, and in ways parents and other adults in the communities are brought into the school program.

I. *External organization*

In recent years there has been rapid growth in the movement to bring together children of grades seven, eight, and nine into a school separated from the lower and upper schools and usually called a junior high school. Evidence bearing on this trend has been published recently by the Office of Education (55–58).

Among the seventy-six schools visited during this study, approximately half bring children of grades seven and eight—or seven, eight, and nine together into such a unit. In most of the remaining half, these grades are not brought together but are parts of other units—kindergarten through twelve, kindergarten or one through eight, or kindergarten through seven or nine. Sometimes this organization is a result of policy; sometimes it is an expedient solution for overcrowding in some part of the school structure or for some other problematic situation.

The purpose of the present study was not to determine the relative effectiveness of types of external organizations, however. It was, rather, to find the ways in which local school people—and the observer—think the needs of children are being met with satisfaction and to identify some of the problems on which help is needed. In fact, it would be difficult to determine the superiority of any type of organization, for, as will appear later in this report, in every type there is evidence of good educational experiences and in every type educators are concerned about shortcomings.

II. *Internal organization*

Organization also varies within the schools. In those where seventh and eighth grades are part of the elementary schools (kindergarten or first through seventh or eighth), one teacher usually has complete responsibility for a class of children. This teacher usually has some special help, most often in physical education and music but occasionally in art and shop. In a few schools the teachers "trade" the teaching of certain subjects.

Among schools where seventh and eighth grades are separated from the lower elementary grades, there is more variation in the internal organization. About half of these schools use the departmentalized system and about half use the single-teacher system with provisions to supplement the work of the teacher. In some instances the departmentalized system reflects the class organization as it is known in most senior high schools. In many instances there are some modifications of this plan. The most common modification is an extension of the time children are assigned to one teacher, either the homeroom teacher or another. Homeroom periods are sometimes increased to allow time for guidance in personal or school problems. Increased time with one teacher extends from a double period to a complete day as commonly found in elementary schools. Periods with one teacher are usually consecutive, although in several cases the difficulty of scheduling classes in special areas, such as physical education, music, and art, makes it necessary to interrupt the block of time.

In some schools those selected to be "core" teachers have two groups of children, each ostensibly for three hours daily. Since this is not functional in every daily schedule, the groups usually alternate in reporting for the morning and afternoon sessions, each receiving an equal share of the teacher's time. When time with one teacher is increased, the responsibilities of that teacher increases accordingly. Usually these teachers are assigned the teaching of two or more subjects and some responsibility for guidance as well.

In some schools the position is taken that grades seven, eight, and nine are transitional from the elementary school to the high school and that gradual rather than abrupt changes are to be sought. These schools maintain the single-teacher situation in grade seven, reduce it in grade eight, reduce it still more in grade nine, and have children ready for the departmental organization of the tenth grade.

When teachers are assigned several subjects, the combinations vary. That most frequently used in a double period is English and social studies. In one situation, however, two combinations are in use—English-mathematics and social studies-science. When the time is lengthened to three periods, or a half day, it almost invariably includes language arts and social studies and sometimes science, health, and art as well.

The single-teacher system is well-liked by teachers using it. Among the most enthusiastic are former high school teachers, some of whom entered the program reluctantly. Principals in a few of the schools using this system state that the present plan was adopted after the staff had made a study of possible plans, observing what happens to children when they report to many teachers and to few. Several principals voiced strong approval of the advantages of the situation in which children are responsible primarily to one teacher. Especially is this true for children of grade seven.

III. *Scheduling classes*

The scheduling of work within the allotted block of time also varies from school to school in both elementary and junior high schools. In the elementary schools and in some junior high schools where large blocks of time—from a double period to the entire day—are delegated to one teacher, work is occasionally scheduled on a period basis. Sometimes there is no apparent attempt to interrelate the content of the subjects or to relate it to any central theme or problem. At other times, however, teachers refer to opportunities available later by mentioning, "We will

Art project: the world is in flux

304418°—54——3

study letter writing in our language period," or, "Let's find out about that in science class."

In some situations of this type the scheduling of the work is flexible. In all situations it is recognized that there are certain invariables such as the use of the gymnasium and the schedule of the music teacher or other specialist. Planning for each day takes place at the beginning or end of the long period, taking into account what needs to be accomplished. The degree to which children participate in the planning varies with different teachers.

How Schools Provide for Health and Physical Development of Seventh- and Eighth-Graders

I. *Healthful environment aud health practices*

WHILE IT WAS not possible to make a complete study of all the conditions which influence the health and physical development of children, certain conditions were brought to the attention of the observer by the local school people. It was apparent that school administrators believe the physical environment affects not only the health of children, but also the ways in which both teachers and children face their school tasks. Some proudly displayed wall colors and lighting selected with the best available advice and with regard for both beauty and lighting needs in the school; some called attention to easily-cleaned, light-reflecting wall and floor surfaces in halls, classrooms, and toilet rooms; some displayed rooms with outdoor patio and garden space and with easy flow from indoors to outdoors; and some displayed attractive multiple-purpose rooms in which stage and athletic equipment was included. Several of these rooms were also equipped with in-the-wall tables and benches or folding tables and chairs which were adaptable for the school lunch program and which helped to facilitate the rapid changes necessary to make any multiple-purpose room fulfill the various functions for which it is intended. (35, 42, 44, 60, 66, 70)

Not all were so fortunate as to have "something new" to display. Several who maintain schools in archaic buildings apologized for their surroundings but proudly showed how they were making the best of their environment while they were trying to get something better. In one of these schools, the principal explained how the old building had had its face—and head—lifted recently by the use of light colors in dark halls and how bright colors, usually in the red family, alert students and visitors to exits and potential danger spots.

Nor are school staffs defeated by discouraging situations. Several are going far beyond the call of duty in stretching the physical facilities of the school to answer the needs of the community's children. In one where there is only a hall to use as a lunchroom, 500 children are fed a hot lunch daily. The principal and teachers—and parents—are fully aware that many of the concomitants which dress up a "good lunch program"

are not there, but, as several said, the children are well fed, happy, and growing. Another small, old building which literally sings with the happiness of children is located in a section where heated homes are not the rule. With the cooperation of the staff (4 men and 1 woman) and the head of the industrial plant located there, showers have been installed in the school for the use of children and adults in the community.

II. *Health services*

Currently much attention is given in newspapers and on radio and television—as well as by writers, lecturers, and especially child guidance workers—to the need for services to children to help them become good and efficient citizens. However, more than half the school principals included in this study volunteered some statement which said, in effect, "Health services? They are a weak point in our school. We are hoping to improve them but at present we are not doing very much." In each case additional comments indicated the need for more services to improve both physical and mental health. Most of them seemed to think that medical services could be made available through initiative, careful planning, and school-community cooperation. (60, 62, 63, 66, 70)

HOT LUNCHES

Hot lunches are the rule in these schools, and school people as well as parents seem to take it for granted that hot lunches are here to stay. In most schools specially qualified help is employed to prepare the food. In some places where it is difficult to secure adequate help, hot lunches are thought so important that parents and older children cooperate in providing them for both younger and older children. (64)

MENTAL HEALTH SERVICES

Except in the largest cities visited, the services of psychologists and psychiatrists are often hard to obtain, and they are usually not available to the extent nor at the time needed. Sometimes these services are provided locally by a specialist who visits the school on a regular schedule, or the child may be taken by appointment to a central location, perhaps at some distance, where the services are available. Frequently such services are surrounded by factors which limit the opportunities for effecting a change in child behavior through the necessary continued communication among mental health workers, school personnel, and parents.

In an effort to help teachers help children, one school system has invited an institutional psychiatrist to meet with the staff once a week. Here as they study "a case," teachers are helped to understand something of the fundamental causes of misbehavior and the basic adult attitudes

or behaviors to which children-in-trouble respond. Perhaps this is the only way the great number of children needing help will receive it—through on-the-job education of teachers and administrators in applied psychology and psychiatry and in ways of converting into local school practice those things which they learn. It must be pointed out, however, that teachers are to be discouraged in making judgments based on too little understanding of behavior. Especially in cases which appear critical, ways must be found to bring expert help. Study and experimentation are needed to make these services available to children when they are needed and for as long as necessary.

MEDICAL SERVICES

Almost all of the schools observed in this study have the part-time services of a medical doctor and a school nurse. Partial physical examinations, usually including checks of height, weight, eyes, ears, nose, throat, and heart are provided frequently, either by the family or the school physician. Nearly all children in grade seven and some in grade eight receive such examinations in these schools. Where competitive sports are a part of the school program in these grades, physical examinations are usually provided and sometimes required for children who expect to engage in those activities. In addition some schools have the periodic services of a dentist and a dental hygienist—with services ranging from examination and report to the actual filling of cavities—and some schools also have access to facilities for tuberculosis tests for all children. (60, 62, 63, 66, 67, 70)

Although complete physical examinations are encouraged, they are seldom provided by the school. In one school system, however, it was reported that an enterprising young doctor, who is employed by the school at a nominal fee, spends a portion of each day giving complete physical examinations to school children who are relayed to his office in small groups. In this way all children receive a thorough examination every year. The young doctor reports defects and deficiencies to parents, who take their children to the doctor of their choice. Treatments and corrections are reported to the young doctor for entry on the records which are maintained in his office and which are available to school people or community welfare workers upon request.

School nurse service also varies from one-half day to several days a week. Commonly, nurses confer with teachers, examine children who have symptoms or records of illness, contact homes where health problems exist, arrange for special examinations or services, and encourage followup treatment on the recommendations made by the physician.

In most of these schools, teachers are expected to be continuously alert for symptoms of illness or disease, and they also have access to the

dispensary and to First Aid materials. The following quotation from a handbook for teachers illustrates the sort of responsibilities teachers are expected to assume:

HEALTH

Be on the alert for symptoms of disease, fatigue, and mental and social maladjustments. Check on heating, lighting, and ventilation. Check on sitting and standing posture.

Daily Health Inspection

Educational Aim: To develop in children an appreciation of the importance of remaining at home when ill for the protection of others as well as themselves.

Purposes: To note physical disorders of pupils and to refer those unfit to principal or guidance personnel, before they come in contact with other members of the group.

Why: To protect the health of *all*—pupils and teachers—by keeping contagious or infectious diseases from the classroom. To aid in the control of communicable diseases.

When: Between 8:30–9:00 A. M., as the students enter the room; 12:55–1:15 P. M. If there is a reportable disease such as scarlet fever, measles, etc., in the room, the inspection will not be effective if made after students mingle with others.

What to pay attention to:

1. Cleanliness
2. Indications of infectious disease:
   a. Nose discharge
   b. Sneezing
   c. Coughing
   d. Sore throat
   e. Flushed face
   f. Congested eyes (inflamed)
   g. Unusual pallor
   h. Skin
   i. Crusted sores
3. Discharge from ears
4. Discharge from eyes
5. Listlessness, drowsiness
6. Swollen glands
7. Complaints: Sore throat, nausea, faintness, fatigue, chills, fever, headache, vomiting, frequent requests to go to boys' (girls') room.
8. Signs of defective vision:
   a. Squinting
   b. Holding books too far or too near
   c. Frequent errors while reading
9. Habitual inattention
10. Posture

What not to do:

1. Do not touch pupil while making inspection. Let them arrange clothing themselves.
2. Do not take responsibility of suspicious cases, send them to designated persons.

What to look for throughout the day:

1. The above signs of ill health . . . defective vision, undue fatigue, habitual inattention.
2. Considerable weight gain—or loss—over a period of three months.
3. Posture.

Refer above to Guidance personnel or nurse, and when questions arise, look over the individual health record with the nurse.

In one school where parent-teacher cooperation is strong, a group of mothers takes turns "manning" the dispensary. In another school, as part of a well-supervised club program, the nurse trains a group of child volunteers to act as "dispensary aids." They learn to help by taking and recording temperatures, by having those who are ill lie down, and by reporting illnesses promptly to the principal, who in turn decides whether to leave the sick child where he is, isolate him, or send him home.

Teacher-nurse-parent conferences are found beneficial in many places, Several schools also have health councils. In one, for example, the council is made up of the doctor, the nurse, the principal, and the health chairmen of such groups as the physical education teachers, the classroom teachers, and the Parent-Teacher Association. Meetings are held three or four times a year to discuss the health program. The council encourages correction of all defects, providing help for indigent children. One school celebrates an annual "Blue Ribbon Day" with an outdoor program to give special attention to those who have corrected physical defects, especially teeth and posture.

In one school which has a health council the principal reports that this council raised a question as to whether there were specialized aspects of health teaching which require a background knowledge. The principal said they were considering asking the physical-education instructors, who are well-qualified in health, to take over the health instruction in the junior high school. This had not yet been done, however.

In all schools visited, it is possible, usually through community-school cooperation, to secure special medical services for indigent children in the form of hearing aids, glasses, or hospitalization.

III. *Health Instruction*

That health instruction is considered important is shown by the attention given it in the curriculum publications of State, city, and county offices of education and in the textbooks dealing with seventh and eighth grades. Examination of such sources of help for teachers shows a tendency to utilize the keen interest of children in these grades in their own physical and social development. This was also demonstrated in the schools visited. Both observation and discussion revealed that teachers are often most ingenious in using many ways by which health learning may take place. (60, 67, 69)

In schools of all types visited, instruction in health is generally left to classroom teachers, either as a definitely assigned responsibility or as an implied one. Where one individual does the major part of the teaching, it is customary for her to include health instruction. Usually there are health resource people in the county or city school offices or in the community welfare agency. The teacher frequently calls on these people, especially those in the school offices, as well as on the school nurse and doctor for more specialized knowledge.

In departmental organizations the teaching of health is commonly allotted to science or physical education teachers. On the program it frequently alternates with the teaching of science. One school which includes in science an 8 to 10 week unit on health suggests in the outline the following items for study: good appearance, food, digestion, getting rid of wastes, keeping fit, disease and scientific treatment, poisoning the body, safety, and first aid treatment. It suggests many sources for reading. Another school provides a workbook which is a guide for teachers. Topics suggested for study include posture, good grooming, skin, hands, hair, nails, eyes, ears, teeth, exercise, respiration, circulation, digestion, absorption, elimination, nasal infection, tuberculosis, communicable diseases, nutrition, feminine hygiene, first aid, personality and emotions, and planning for dates and parties.

Where classroom instruction is organized around large centers of interest, as in the core programs, at least one complete unit in health is usually carried out in grade seven. In one such school, the material prepared for use in a seventh grade study of the community, includes the following two detailed questions:

How does the community provide for the health of its people?

How does the community provide for the safety of its people? In another, *Keeping Physically Fit* is one of the major themes for study in grade seven.

Another school aims to correlate health teaching with daily school experiences. No specific period is assigned for health teaching, but opportunities are sought constantly for both direct and indirect teaching. Units in the core program provide opportunities to explore health in many ways. During a recent school year, seventh grade children learned through examination of "bacteriological cultures" of children's throats, skin, and clothing, the part that bacteria play in disease. Older children who are interested are permitted work experience in the health office of the school where they learn to "take temperatures, keep records, make beds, assist in sterilization of instruments, etc." Under the supervision of a full-time nurse, older children take care of minor injuries.

Many schools use the hot lunch period as a point of departure for the study of nutrition. At lunch periods in the school referred to above,

discussion on one day may be about why certain foods are needed and on another about diets for under- or over-weight people.

One large city which has developed an extensive radio service to schools broadcasts a 15-minute health program one day every week. The program is repeated nine times on that day in order that all children may hear it. Study sheets with questions and references to textbooks, magazines, and other sources are distributed to the children. These sheets are adaptable to upper grades, are optional, and give all teachers a choice in the time when they will be used. The opinion of principals visited in schools of that city is that neither they, the teachers, nor the children would want to miss the programs. In one school the principal, the guidance specialist, and the teacher, when asked whether the topics discussed were those which suited the interests of the children, responded enthusiastically and invited observation.

At one o'clock the group observed returned noisily from their noon-hour recreation. Within a few moments papers were distributed and the children sat listening. The topic, a follow-up from the previous week, was "How Important Are the Eyes?" During the broadcast an atmosphere of absorbed interest prevailed, with pencils moving now and then. When the program was over, there was a spontaneous and thoughtful discussion in which the teacher and the pupils clarified points raised and located sources for reading. There could be no doubt either of the children's interest or of their regard for the information. Apparently each had absorbed for his own use the material he had heard just as if it had come from his family physician.

IV. *Physical Education and Recreation*

Much variation is found in the amount of time used for physical education and in the types of activities carried on. The time varies from one full hour for every child each day to five forty-minute periods during a two-week interval. The former schedule is maintained in schools where administrators and staff members believe in the value of physical activity for the development of physical, social, and mental proficiency in all children and express the conviction that education of the body is a necessary part of a total education. Such a schedule also requires a sufficient amount of space to accommodate a broad program of activities in which the children usually have something to do with the planning and for which a reasonable amount of time is allotted so that the plans may be carried out. (59, 60, 61, 63, 65, 67, 68, 69)

Several administrators expressed the belief that a basic program of physical education activities for all children in the school is the first requisite of a good program for the physical development of children, and these administrators are making an effort to provide such a program.

In their schools programs are marked by variety; there are relays, stunts and self-testing activities, rhythms and dance, and games and seasonal sports. These activities are adapted to individuals, and to small or large groups, and opportunities to practice needed skills are provided. Special provisions are made for those who cannot take part in the regular program.

Girls and boys share alike in the physical education activities. In some schools, preadolescent and adolescent boys and girls sometimes take part in the same activity, as in square dancing. In the mixed group boys and girls who have grown apart have an opportunity to rediscover that they have mutual interests and like to be together. In this way the drive for activity is utilized as an incentive to reduce the breach that, in preadolescence, exists between boys and girls as well as to satisfy the desire of adolescent boys and girls to be together.

In one large school of seventh and eighth grade children, which operates entirely on what that school calls "self-contained classrooms," much consideration is being given to the physical education program. Most classes play as a unit with the teaching being done by the classroom teacher, assisted by capable children. Sometimes two or three classes join together to pool the skills of teachers. The children plan their program ahead for several weeks, giving the teachers time to make preparations.

Play is completely intramural in the school mentioned above and cooperation and mutual helpfulness are consciously emphasized as much or more than competition. To date, children and teachers express satisfaction. The plan is being studied carefully by teachers, principal, supervisors, parents, and children to determine whether all children—including the slow, gifted, and handicapped—are provided with an adequate program.

In one school which makes an effort to carry out a program in keeping with the findings of scientific studies of children, the following activities, often with social and square dancing added, take place in grades seven and eight:

Boys		*Girls*	
flag football	badminton	soccer	folk dancing
swimming	softball	field ball	table tennis
soccer	baseball	badminton	bowling
wrestling	track	volleyball	basketball (adapted)
volleyball	group games	tumbling	softball
tumbling	net games	hiking	modern dance
basketball		newcomb	outing and campcraft

Intramural activities emerge as a natural part of the play of children. In one city "challenge" games are sometimes held inside the school, with

children as officials and leaders. Players and teams are equalized insofar as possible, reorganizing from time to time. In this way the competitive spirit, keenly alert in these years, is given opportunity for satisfaction without undue emotional or physical strain. Occasionally this practice is extended to include other schools in play-day or sports-day activities. In some of the schools visited, seventh- and eighth-grade children engage in no interscholastic competitive sports and games.

Some administrators accepting principles similar to those whose practices have just been described are not able to carry out their beliefs so fully. Sometimes, where space is inadequate, compromises have to be made. During good weather outdoor space supplements the gymnasium space; in inclement weather limited indoor space sometimes puts a strain on the program. In most schools the gymnasium is used during lunch hour for informal play; in several, in order to accommodate all children in a basic program, physical-education activities are scheduled in the gymnasium right through the lunch hour.

Although several organizations have adopted recommendations opposing interscholastic athletic competition below grade nine because of growth characteristics of the children, some schools operate such programs in grades seven and eight. Some administrators and physical-education teachers raised a question as to the appropriateness of these activities at this age level. Some also deplored what they considered the necessity for children of these ages to engage in strenuous competition but said the community or other schools in the region—and the children themselves—expect their seventh and eighth grades to take part in interscholastic athletic competition. In some communities administrators are using their best talents in leadership to help community and regional people in considering objectively the benefits and disadvantages to children in such a program.

Several schools which provide interscholastic competition on a small scale are attempting to reduce the emotional and physical pressures on children by limiting the distance children may travel, limiting the number of such games they may play, allowing no audiences or fanfare, scheduling games entirely apart from high-school games, allowing competition in game skills but not in organized sports, and rotating players so that many children have opportunity to play, while no child is under prolonged strain.

It was apparent that meeting the physical and social needs of children in the seventh and eighth grades requires a combination of understanding of children in these grades and specialized knowledge of activities which "educate" and "re-create" the body at these ages. A fertile imagination and a degree of courage seem to be assets—the first to fit the child and the needed activity together in the time and space available and the second to use leadership qualities to help people understand what constitutes good

programs for children and sometimes to "stand up and be counted" on the side of benefits to children. In this study were some school people of these dimensions, people who "operate" programs of physical education and recreation which they can justify in terms of what is known about the growth needs of children in grades seven and eight.

Chapter Three:

How Schools Provide for the Social and Emotional Development of Seventh and Eighth Graders

IT WAS SHOWN in Part One that the basis for good emotional development seems to lie in the possession of a sense of worth or self-respect. Good social development ranks high in our society, and because this is true, it is closely intertwined with emotional development. Self-respect is nurtured in the social environments of home, neighborhood, and school in which one feels that people are friendly toward him and, with all his faults and virtues, accept him as a valuable person. (35–37, 42, 43, 71–81)

Fundamental, also, to a sense of self-respect in young people is the feeling of growth. One must feel that he is growing in the directions he is expected to and that, if he continues, he will some day be a full-fledged adult, ready to take his share of responsibility along with other people in the world.

It is generally conceded that the atmosphere of the school; the personal relations among children, staff, parents, and the community; and the participation of children in planning the activities of the classroom and school; as well as the ways in which children are encouraged to deal with their problems, have much to do with social and emotional growth. Many illustrations may be found within this report to indicate that most schools in this study were aware of the influence of school opportunities upon children and of participation as a way of learning responsibility.

In discussions with school administrators, teachers, and parents, however, it was evident that the role which the school is expected to play in personal-social development varies from school to school. Generally, it is now taken for granted that schools have responsibility for good personal guidance. The school is expected to provide somehow for children to secure the consultation and help they need not only to make scholastic progress but also to meet their personal problems. How this is to be carried out with the personnel, time, and space available is not always clear, but parents are usually appreciative of any extra effort on the part of a school to help children solve their personal problems. The extent to which the school is expected to or can provide social opportunities for children is not so clear-cut.

Many schools included in this study radiated the sort of warmth and friendliness in which human personality flourishes. Mutual respect and good faith were often evident in the relationships among the staff members, administrators, and children. Ideas set forth were greeted with consideration, and constructive staff-pupil planning was in process.

I. *Guidance in small schools*

In small schools included in this study, and in classes or schools in which children are with one teacher all or most of the day, major responsibility for guidance services lies with the teacher.

The teacher is expected to understand the children; to analyze their needs in every respect; to consult with them about their progress, problems of behavior, and other matters of concern either to the child or teacher; to consult with parents in order to secure better mutual understanding of the child and his needs and to help home and school make better plans for his development; and frequently to secure for him any services which he may need from outside the school. The teacher is expected also to administer whatever tests are given, sometimes to select them, to interpret the results, to apply the implications of the results in teaching, and to make all necessary records and reports. All this takes place in order that school experiences may be adjusted to meet the requirements of individuals and to bring to children the services which they need.

The kinds and extent of services which a teacher can give, however, as well as the effectiveness of such services with children, depends in part upon the insight and skill of the teacher, in part upon how many children there are in the classroom, and in part upon the total responsibilities the teacher is required to carry. Variables pointed out in Chapter Two are always present; if the enrollment is large, these may be increased to the point where they tax the teacher's time and strength.

Most of the teachers visited were trying to do all they could to help all of the children. It was not unusual to have a teacher point out a child with whom she was working to—

get him to treat smaller children better,
help him get along with other children,
help him improve his arithmetic,
find materials "easy"—or difficult—enough for him to read,
help him to keep cleaner.

It was in a small school that a teacher reported how the entire staff had cooperated to encourage two sisters—newcomers to the school from a deprived home—not only to "clean up" but also had purchased clothing for them and had taught the older girl, in grade seven, how to use the

shower, how to wash and curl her hair, and how to wash and iron her clothing. At the time of the visit she was learning how to make simple clothing and was proudly exhibiting a skirt. She had made friends among the girls, and they had taught her how to take care of her finger nails. She, in turn, was doing much for her younger sister. As a result, these children had recovered from their appearance of dejection and heartbreak and had become happy, glowing, outgoing people.

"We know we are not finished with the case," said this remarkable teacher. "We have to work with the family to improve life at home if we can. That's our next step. One of our school's projects is 'Improving home-school-community relations,' and we're working together now to try to work out an attack on this problem. We know, too, that we must try to make G— stand on her own feet so that as she gets older—or moves away—she won't regress."

Unless a teacher has had training in the use of guidance techniques, she is limited to such services as her own perception and wisdom dictate. In some smaller schools, however, there is a difference of opinion about the need for outside help. In a few situations, understanding among parents, teachers, and children is so high that potential problems are solved quickly. In one small school, as well as in some larger ones, where reports to parents are regularly supplemented by parent-teacher conferences, where parents move freely in and out of the school, and where teachers are frequently in the homes of children, the teacher-principal stated that no very serious problems ever come up. In one such school, a group of enthusiastic parents remarked, "We love this school. We would not want to send our children to any other school." Even in these apparently happy situations, enthusiastic comments such as these do not necessarily give assurance that all is well with children. There is the possibility, rather, that deeper study might reveal that the needs of some children are actually not being met but that children have learned to conceal their concerns.

On the other hand, teachers in many places expressed the need for expert assistance in specialized areas. Occasionally the serious need for outside services was poignant, and the teacher's efforts to cope with the situation without outside help were admirable. In one small school several "over-age-boys" in the eighth grade were "marking time" until they could leave school. They were easy to identify, for their long legs and heavy shoulders, well-developed bodies, blotched skin, and deep voices made them conspicuous for their maturity.

"I do not like to see these boys drop out," the teacher said. "There is nothing for them to do outside school and they will get into trouble." Pointing to his meager equipment for manual work and the boys hovering over it, he added, "A good bit of this I have bought myself, and these boys use it most of the time. I just can't see them do nothing all day.

I've been going to see the family of one boy who left several weeks ago. I think he is coming back to school again. Now we'll have to try to hold him. But it's hard to know what to do. I wish these older boys didn't have to be in the eighth grade."

There is a possibility that consultation with specialists in guidance, study of the boys' individual needs, and adaptation of the curriculum to meet their needs might have avoided such an impasse. These children might then, in a school for older children, have engaged in activities profitable to them and to society, with the added happiness of associating with children of their own ages.

The amount of assistance for the teacher varies. The principal is usually the chief source of help, but the help he can give varies with this interest in guiding children, his professional training in securing and administering guidance services, and the time available to him. Quite often the principal is a full- or part-time teacher, usually of the seventh or eighth grades. Combined administrative and teaching responsibilities leave little time for other activities. Even in this case, however, the principal is the person who is expected to assume responsibility for locating and obtaining services needed outside the local school.

Supervisors or consultants from the county or city school office, working through the principal, also assist classroom teachers in matters of guidance services. The consultation and encouragement they give teachers was found, in many schools in the study, to be valued and wanted by teachers, especially in helping them improve the curriculum to meet the needs of children. Frequently specialized services—provided by the physician, school nurse, psychologist, psychiatrist, and other guidance specialists—are made available through the help of supervisors. Occasionally services of these people or others are secured to help teachers improve their ability to work with and understand children and to confer with parents. Group meetings of the specialists and classroom teachers are not uncommon. Sometimes child-study clinics are maintained for the analysis of children having special problems. Commonly, the central school office not only makes available to teachers all sorts of needed individual and group tests but also administers, scores, and records the tests, and consultants help teachers to interpret them in terms of needed experiences for children.

II. *Guidance in larger schools*

In larger schools the responsibility for guidance services is not so definitely allocated. It is usually not concentrated in the teacher alone but is more often delegated directly or by implication to several people in the school. In many schools this responsibility is divided among

homeroom teachers, guidance specialists, and teachers who are selected for their ability to understand children.

Homeroom teachers generally carry responsibility for certain aspects of individual and group guidance. It is usually their responsibility to orient incoming children to the school. In some schools printed and mimeographed materials are prepared to facilitate children's and parents' understanding of routine matters. Homeroom teachers often carry some responsibility for helping students plan and adjust their schedules and analyze their own potentials and needs. The first screening in detecting illness or disease also occurs in the homerooms, and recording absences and finding causes of absence are traditionally a part of the homeroom teacher's chores. For homeroom discussions one school has used such topics as "Making the most of your time," "Planning school work and working your plan," and "Your program of studies."

III. *Guidance services: roles played by specialists*

Some of the large schools in this study had staff members who were devoting all or part time to guidance responsibilities. Usually such staff members have specialized training; sometimes they are classroom teachers who are unusually successful in dealing with children. In one school an English teacher, who has received some special training, has been relieved of classes for two periods each day in order to hold interviews and give counselling services to girls. A Guidance Committee of volunteer teachers has been established and four sub-committees have been formed to study (1) the school program, (2) the curriculum for the gifted, (3) the curriculum for the slow, and (4) the curriculum for those who need help in reading. Each member has taken the training which the teacher-specialist has been able to give, and is now on one of the sub-committees. In this school the principal holds conferences with the boys; in another school a teacher of history acts also as guidance specialist; and in still another junior high school, an English teacher has been made Dean of Girls.

Where there are trained guidance specialists, their responsibilities are not uniform from school to school. Usually counselling with children forms a major part of their work; frequently, however, responsibilities for program building, scheduling, testing, and record keeping are of such magnitude that insufficient time remains for the sort of help many children need in respect to behavior problems and to making the best use of their potentialities. In some schools, conferences with teachers and with parents and home visits by the counsellor are carried out with great gain to everyone concerned; in schools where heavy loads of routines demand the specialist's time, conferences with teachers and

parents are reduced to dealing with "trouble spots." Some specialists so engaged expressed the feeling that their potential services were not being used to the best advantage of the children.

IV. *Better guidance through better organization*

Administrators, especially in departmentalized schools, frequently expressed concern that children were not securing the continuous, consistent guidance they need during these years. Some have changed the organization of the school in order to provide opportunity for better guidance for children. Some administrators believe strongly that these years should be treated as transitional from the elementary to the senior high school, and that the school should be planned (1) with transition in mind, and (2) to meet the particular needs of this age group with its wide range of characteristics. In these schools the departure from elementary school practices to senior high school practices is gradual in many respects. Effort is made to "stream-line" transition from elementary school to grade seven or to the junior high school. Records are, of course, sent on. Sometimes grade six children spend a spring day visiting and exploring the junior high school and meeting their "next teachers." Sometimes a play-day is arranged for them to mingle with other children who are to attend the "new" school. The high school principal, the guidance specialists, and some chosen teachers frequently visit the sixth grades to answer questions.

Once the children are in the school, they use the three-year span to move from the guidance of a single teacher to the departmentalized system. In grade seven the organization deviates very little from that of grade six, and homeroom teachers have major responsibility for the children's welfare. In grade eight the time with one teacher is reduced, and in grade nine it is reduced still more. In the departmentalized systems some administrators are now programming classes so that certain teachers have longer blocks of time with children. Frequently some guidance responsibilities are carried by these teachers. In some programs seventh graders study orientation to school, and seventh or eighth grade students study their own development and their relation to others. Individual and group conferences sometimes form part of the program. In order to provide continuity in guidance, the method of having homeroom teachers remain with the same group of children through the two- or three-year period is now gaining in popularity.

V. *Better guidance through cooperation of staff and children*

School faculties are working to improve their effectiveness with children. One school faculty which became concerned about the development of

certain children is working together to see what they can do to understand and to help these individuals. A child is selected for study, and those staff members who have contact with him in or outside class, who know him or his parents, come together to see what they can do to help the child. Sometimes the group includes classroom or subject teachers, the nurse, the visiting teacher, the physical education teacher, the custodian, and the school psychologist. The child's records are studied, each person reports what he knows and gives his interpretation of the child, and together they determine what procedures to follow.

In one city school system which is making an effort to increase the teachers' understanding of children, the guidance specialist and specialists from institutions within easy reach meet with teachers to discuss problems teachers are encountering in the classrooms. In another the specialist meets with teachers every two weeks to help them understand classroom guidance and counselling with children and adults. In schools which are so large that each class has a sponsor or a guidance specialist, this person sometimes remains with the same class throughout grades seven, eight, and nine.

USE OF BIG SISTER PLAN

One large school finds a Big Sister plan useful. In this plan, girls of grade ten counsel girls of grade seven, girls of grade eleven counsel girls of grade eight, and girls of grade twelve counsel girls of grade nine. Children and parents like the system, and the principal expects to extend it to boys, who at present have a general sponsor acting as counsellor.

USE OF SOCIOMETRIC DEVICES

Several teachers and principals reported that sociometric devices, especially the sociogram, have been found useful in helping them guide children to better social skills. One principal of a relatively small departmentalized school in a large city made it possible for a teacher who showed unusual sensitivity to the happiness of children to study the use of the sociogram. In one way or another she applied this device to the seventh and eighth graders as they came to English class. The staff then set about to find ways of helping the lonely or isolated children gain skill in making and holding friends. At the time of the visit the staff felt encouraged about the changes they were observing in children. (25, 76)

USE OF CUMULATIVE RECORDS

Nearly all schools reported that they have some way of making and maintaining cumulative records. These are most valuable when they are begun in the elementary schools and are continuous through high school. One junior high school principal said, "We ought to be doing pretty well for our children. We get such good and complete records from the elementary school." Commercial cards are sometimes used with basic data, test and achievement records, and personality data. One locally

developed form keeps a record of Likes and Dislikes, Subjects Studied, and Hobbies Pursued. These become the basis for interesting and helpful interviews with students and with parents.

VI. *Social activities: the role of the teacher*

In small schools responsibility for planning the social life of children at school necessarily lies with the teacher. Children have much to do with the planning, especially in purely social affairs, and sometimes parents lend a hand. In large schools responsibility is more likely to be allocated to someone at the administrative level: a guidance specialist, social director, dean, or assistant principal. Sometimes a joint committee of faculty members and students works cooperatively to plan the social affairs. (71, 72, 74, 77–81)

It was stated in several schools that not all children attend the social affairs. Sometimes this is because the activities are too advanced for immature children and because children of lower income families do not feel comfortable there. Sometimes distance from the school prevents attendance, especially at evening affairs.

PARTIES AND DANCES

In one seventh grade in which children were with one teacher all day, boys and girls were using a period at the beginning of the school day to make plans—with the teacher very much in the background—for an after-school dance. Among the questions raised were: Shall we invite the eighth grade class? What refreshments shall we serve? How much shall we charge? Will this be our last dance this year?

Another group was planning a roller-skating party at a community rink. Some of the children had volunteered to ask their mothers to provide the transportation, and they were reporting on their progress. In still another classroom the eighth grade girls were planning to entertain the boys at a party for which volunteers were to bring sandwiches and cookies, while the whole group would contribute toward buying cold drinks. These girls were interested in determining the amount of food and drink necessary to insure a successful party—a process which undoubtedly increased their appreciation of home budgeting.

The eighth grade in one small school listed the following highlights which took place during one year. Children agreed that it was not an unusual year:

> Attended a track meet.
>
> Planned and held a Mother's Day Tea at which they entertained with a puppet show presenting Dragnet, Beulah Show, and the Great Show of Clowns; vocal selections; and the Junior Band.

Went to the Shriners' Circus.

Went to the movie, "Ivanhoe."

Had a Hallowe'en party at school.

Went to a Christmas party at their teacher's home.

Were guests of the Home Economic students on St. Patrick's Day.

Entertained the seventh graders at roller skating.

Entertained a German visitor and demonstrated soap sculpture for him.

Helped mothers give a tea for other mothers of children in grades three through eight.

Differences of opinion existed as to the need for social affairs of these sorts in schools in rural areas. One small school has no such program. Here the community operates a skating rink, and churches and organizations sponsor social programs. The teacher reported that she has discussed the matter with parents and children and that they all think they already have "too many programs" without the school adding more. The theory that the school should supplement and not duplicate children's opportunities would support the judgment of this community.

In several smaller schools where teachers utilize the principles of interest and self-activity and where programs are rich and varied, the need for a program of purely social activities does not seem apparent. "Our children have many opportunities to mingle with others. Many of our activities are social. The children are in clubs and committees most of the time," said one teacher. "They learn both social and square dancing in their physical education classes and they enjoy it. Parents want them free for home life in the evenings."

In another small school there is a party every two weeks, with some dancing. Children have their own committees, and more than half of them attend the parties. The teacher revealed her understanding of the behavior characteristics of children of these ages when she said humorously, "The boys act as if they don't want to come. They groan about it, but they have a good time. When a dance is announced, they go like sheep to a corner where the girls are huddled. They do not escort the girls to seats. Sometimes the dances break up in wrestling matches, but no harm comes of it. Next time, they are all back again." Her observations bear out the reports of specialists in child study already described in the first chapter.

In this school, and in several others, children who cannot dance are embarrassed. The school hired a local dance teacher to teach beginning steps and how to approach other people. In this way, tensions are being released, and children are being helped to "the next growth step."

This difference of opinion about the need for social affairs was also found in larger schools. One principal said, "Social plans may be lacking with us. Several years ago the parents held four parties for seventh and eighth graders. The seventh graders liked them; the eighth graders

didn't. In grade nine, no one wanted to come. Now the PTA holds an occasional dance; girls dance with girls, and the boys run around. This, too, worked at seven, broke at eight, and failed at nine. Now we are having success with activity groups. We have one for hiking, one for photography, and some others. We think these might be better than so many dances. So far, they are popular."

In another large school in which children are with one teacher most of the day, the principal reported, "The children have several dances a year. Each group has clubs in the classroom. The girls entertain the boys once in a while. They don't seem to need much else. We all watch for signs, but we don't see them."

On the other side of the ledger, however, are schools in which many activities are provided for children. In one, where there were several groups of seventh and eighth grade children, a student committee has responsibility to meet with faculty sponsors frequently to plan the social activities. In another school square dancing was found to be popular among seventh graders. "They get so rough," said the teacher, "but they love it. The eighth graders don't come. They liked it last year. They think the seventh graders act silly, but they acted the same way last year."

CLUBS

School clubs seem to serve a dual purpose. Usually they provide an informal atmosphere in which children may pursue a common interest and may "learn to socialize" as a natural outcome of "doing or achieving." In addition they also serve to broaden the scope of the school's offerings, affording a program of broad electives which may be explored for more or less definite periods of time.

Most of the schools in the study organize clubs as a way of forming children into groups and include them as a regular part of the school curriculum. One principal of a relatively new school regretted that his school had no club program as yet. "The school is one of the few cohesive elements in our community," he said. "Our program is too book-centered and too little life-centered. We are studying all our 'problem cases.' We believe a broader activity program would help and we are going to organize one."

One school of 500 children in grades seven through nine—in which seventh grade children were with one teacher nearly all of the day, eighth graders for less time daily, and ninth graders for still less—scheduled a club period of mixed age groups for one hour daily four days a week. Children have the opportunity to join any of the clubs, although the number permitted in some is restricted. Membership is for half of the year. Since each teacher sponsors a club, new teachers are expected to develop a specialty as soon as possible, and teachers are constantly broadening their activities in different fields. A new club may be requested

by children or teachers, and it is formed when there are a sufficient number of applicants and an available teacher. Among the clubs in operation at the time of the visit were the following:

Wild life.—This club operates a fish hatchery. The local Wild Life Club furnishes materials and fish; the children help to "plant the fish" in the spring and take care of them.

Photography.—Children take pictures and develop them. They have learned to mix paints to color the pictures. A local commercial photographer "lends a hand" when he is needed. It was evident that the club does the work on the junior high school yearbook. Layouts selected and mounted by the club members were hung on every wall. In addition this club takes school pictures for the city newspaper.

Creative dancing.—Children could not afford to pay the dance teacher in the city, so a club was formed to satisfy the demand.

Journalism.—Children write reports for the local paper and also produce the school paper weekly. At the time of the visit their procedure was as follows:

Make plans on Friday.
Write on Monday and Tuesday.
Run stencils on Wednesday and Thursday.
Distribute on Friday.

Store and bank.—These two clubs form a corporation operated by the children with the help of a teacher. The school bank is sponsored by a commercial bank in the community. Students receive passbooks and record cards, make deposits, and may withdraw funds. Club members also handle purchases of savings stamps and bonds for their fellow students. Profits from the school store are used to pay interest on bank deposits of 3 percent per month on each dollar up to $10. (deposits larger than this must be made at the community bank). At the time of the visit children were checking store invoices and figuring bank interest. They had visited a large grocery store to observe bookkeeping and management practices and were planning a visit to an automotive store.

Other clubs in the school deal with Stockraising and Farming, Mining, Taxidermy, Lapidermy, Science, and Education. All of these are approached as problems peculiar to their own State. Still others include Crafts, Art, Safety, Spanish, French, Junior Choir, and Glee Club.

Industry and happiness radiated from every group. Not a sign of a "discipline problem" was anywhere. A child in one club remarked, "I could take it all day—with no other things." Probably all 500 could have echoed the same feeling. "And we are growing in self-management, and social behavior, and what we are learning we are having an opportunity to put into immediate use," they might have added.

Another large and lively school operates clubs in dramatics, Junior Red Cross, library, woodworking for girls, archery, sewing to music, canasta, science, good cheer, boys' camp cooking, publication of a school

paper, and history. This school also has study clubs for children who do not want to belong to any other club or who enter school too late to join one.

Still another school has a Student Congress and an Art, Library, Sports, Cheer Leaders, and United Nations Club; and another operates an Aviators' Club sponsored by a woman teacher-aviator. At the time of the visit, airplanes hung from ceiling and lights. All had been made and could be explained by the enthusiastic club members.

One large city school requires all seventh-grade students to become members of a Seventh Grade Orientation Club during the first semester. After that they may choose from among 25 clubs. Some not named previously are the Radio Producers, Radio Operators, Sales Tax, Solo Singers, Stage Craft, Typing Practice, Y-teen Girls Clubs.

A small school in an industrialized area makes good use of a Be-Square Club whose members include the boys, the principal, and the four men teachers. The club selected one day a week when everyone would be "polished," and would wear shirts and ties. This day is called "Duke Day." The club has two principal projects—(1) Helping the Teachers, and (2) Keeping a Clean School. The relationship observed among the male staff members of the school and the courtesy of the children paid tribute to the activities of this club and the spirit which prompts it.

STUDENT COUNCILS

The following quotation taken from a letter written by the principal shows that one of the large schools makes good use of a student council:

"The council is elected twice a year and under the guidance of a faculty adviser, plans such school activities as socials, assemblies, and parties and makes school control regulations. They are responsible for such things as order in assemblies, truancy, and other traditional headaches of principals and teachers, and they do a good job. Our whole philosophy is based on the premise that children of this age learn faster through participation than through mere recitation."

Most of the large schools have student councils, operating under constitutions and bylaws. In some schools the major social activities, such as dances, parties, assemblies, and drives, are planned in part or in whole by the council, and in several schools the Junior Red Cross is operated by the student council.

One city had recently entertained the annual State Student Council Conference for two days. Student representatives were entertained in homes. The local Student Council had decided to sponsor a movie and to back the Community Chest by operating a students' drive. The local group was busy "putting up student council pictures" in the school hall so people would know who the Student Council Members were.

ASSEMBLY PROGRAMS

Assembly programs are commonly used for several purposes—usually to develop a feeling of loyalty to the school, to develop common experiences that unify and relate pupils and classes to one another, to share worthwhile activities with others, to plan for the pleasure and service of others, to make the student body aware of the talents and accomplishments of its members, and to bring information before the entire school. In some schools assemblies are held weekly; in others they occur monthly. Usually an overall plan is made, with scheduling of some necessary or traditional programs such as the Christmas and Easter programs and election-year programs. In many schools, program dates are not assigned but are scheduled as there is a need or a request for them. This is considered an asset because teachers find it more effective educationally to produce a good program by permitting it to emerge from class study or regular class activities.

As already stated, this overall plan is sometimes made by the student council. In one school the plan is made by a committee composed of six students appointed by the student council and four faculty members appointed by the administration. Student participation is used exclusively in the programs.

In another school where students expressed dissatisfaction with the programs, the student council went to the principal for advice. As a result, in an effort to make the assembly programs more to the students' liking, the committee made a questionnaire, put the questions on every homeroom chalkboard, and analyzed the responses. In so doing children came close to the demands of reality in making plans and meeting criticism and gained by disciplining themselves to accept the criticisms and seek improvement.

When the visits were made, assembly programs were sometimes in process. Following are descriptions of the activities which were observed:

> Lustily, children sang popular and well-known songs. This was one in a series of musical assemblies. In former ones, a marimba player and a famous chorus leader had appeared as "paid" contributors.
>
> Children of American History classes presented a series of vignettes which dramatized the highlights of presidential campaign issues and outcomes over the years and the rise of political parties, culminating in a presentation of campaign issues in the current (1952) election. The general theme was: "A few votes can change an election." During this impressive program, attention was crisp, and at the close, exit from the hall was thoughtful. Not only was historical content portrayed, but responsibility *for* action and *in* action was illustrated effectively.
>
> In several programs children engaged in variety talent shows, usually featuring dancing, singing, and caricature. These performances gave some children, who had little chance to demonstrate their abilities and experience success in classes, a chance to do so here.

TRIPS

Trips, near and far, are usually designed to extend the children's experiences and knowledge and are therefore planned in relation to lacks in experience or enrichment in some area of study. The most common seventh and eighth grade trip is probably to the capital city, chiefly to see the State legislature in action. Sometimes excellent use is made of this trip to extend children's understandings.

In a small school where children are with the teacher most of the day, through cooperative planning of the teacher, parents, and children, the eighth grade class took a field trip to the capital city. Cars were provided and driven by parents and the entire group carried their lunches. By appointment they visited the Legislature, the State Treasury, and the home office of a large chain of food stores. They observed the preparation of milk, butter, ice cream, and cottage cheese. They visited a park, and a historical museum.

For weeks prior to the trip, children prepared for it. They wrote letters for appointments and attempted to anticipate what they would see. Following the trip, they "held" several legislative sessions. They elected a governor, lieutenant governor, clerk, speaker, and a sergeant at arms, and they prepared legislative bills. "Senators" were sworn in, the governor gave an address, and several bills came out of committee and were introduced. One was a request for a super highway. The details were well-worked out, stating the justification and plan, and the method of payment was clarified—tolls were to repay the bonds within ten years.

In one large school the eighth grade teachers take about seventy children for a three-day trip through four nearby states. Since the bus can carry only a limited number, at first those who brought money earliest were permitted to go. The children objected to this and decided in cooperation with parents and teachers that the trip should be an earned privilege—an award for citizenship. Now the students to go are selected by the children and approved by the staff. The travelers keep records and take pictures in order to bring back to the school the fruits of their travels.

A principal of a small school, at the request of boys and girls, arranged with a railroad to permit the eighth graders to ride to the next town in order to see Pullman accommodations. Mothers met them and brought them back. Eighth graders in this school also go biennially to see the State legislature in session and to the State museum. In addition they take a 150- to 200-mile tour to points of interest. During a recent year they spent a week camping in a State park, chiefly to experience out-of-door life and incidentally to study wild life and conservation.

OTHER ACTIVITIES

Several schools were found which recognize the educational importance

of the noonday period both for lunch and for rest and recreation. One large city school operates an extensive program daily. At any time during the noon hour, one-third of the students are at lunch, one-third are in classes, and one-third are engaged in other activities. The activity program is carried out in three centers; active games—sometimes intramural team games—are in process in the gymnasium, movies are shown in the auditorium, and "social" activities are held in a large classroom which has been equipped as a social room. Comfortable furniture, tables and chairs for card games, phonograph, radio, and magazines invite relaxation and friendliness. A Student Council member has charge of each major area. When a boy or girl commits a misdemeanor, the Council member asks the culprit if he will cooperate. If he persists in wrong-doing, the counselor or principal is called.

A student leader is in charge of each activity. The guidance and physical education specialists conduct a leadership-training club for student leaders. Recreation is organized in homerooms. Each homeroom has try-outs for leaders and elects candidates. The club trains 50 or more leaders at one time. This school is one which does not feel a need for an extensive club program since the noonday program provides so much activity.

Several schools have activity periods daily during school hours. In one large school during this period some children report twice a week for Orchestra and Glee Club, some report for Art or Shop, some work on the school paper, and a large number work on various activities in the homerooms. A free reading group recently organized proved so popular that the membership had to be limited.

One school reported that the children and a teacher from the central school office in charge of gardening, plant bulbs annually to beautify the school yard. Many children take part, and the activity is an experience in science, art, and floriculture. In another school each room has an outdoor garden space. Planning and labor involved in its use are carefully shared by the children of each group, as are all other activities of the groups.

VII. *Evaluating the activity program*

Not all principals are happy about their activity programs. Several principals of large city schools expressed doubt or dismay at the number of activities which are available and which have such strong appeal to some children that they become overstimulated or frustrated. Discussing the need to help such children delimit their activities, one principal said with exasperation, "My son has been a student in this school. Each morning I uttered a hope that today he might find a few moments to just sit and be himself."

Another principal, concerned that school and community life were making too great demands upon some children, attempted to get at the truth by conducting a survey of activities involving children of eighth and ninth grades. The resulting committee report states:

> For some time the school had been concerned with varying opinions as expressed by teachers, parents, and community recreational leaders relative to student participation in organized activities, exclusive of those in regular school curricula, both in and out of school.
>
> The attitude of the more vocal parents was that the pupils were overstimulated. It was natural that such parents, maintaining close contact with the school, and vitally concerned about their children's welfare, represented on the whole a middle and above middle class community segment, socially and economically. Their children were socially adequate and inclined to assume leadership in social and recreational activities. Those parents were inclined to feel that pupils in general are exhausted by the merry round of meetings and club activities, to the detriment of their emotional balance and academic achievement. Community club leaders felt that their objectives were based on sound theory and that they were doing the community a service in aiming toward increased activities and larger memberships. The school seemed to be the buffer between these two opposing points of view. Such pupils as seemed to be "overactivated" by extracurricular activities within the school are in the foreground much of the time. Consequently, some teachers were of the opinion that the school activities program should be curtailed.
>
> The Home-School Council made up of adults planned "to give the matter an airing" in a discussion by a panel composed of two community leaders—a man and a woman; two parents—a mother and father, and the school's dean of boys and dean of girls. In addition, the dean of girls prepared two questionnaires, one pertaining to extracurricular activities of the school and the other to organized activities outside the school—information concerning various kinds of private lessons, etc. Forms were filled out in eighth and ninth grade homerooms.
>
> Careful analysis of the returns showed that relatively few children took part regularly in more than three extracurricular activities, and that approximately 71 percent of the eighth grade children participated while in the ninth grade the number dropped to 57.4 percent. In outside activities, 79.6 percent of the eighth-graders and 72.6 percent of the ninth-graders participated.

The study showed that about one-third of the children, many more boys than girls, were *not* being reached by in-school activities; that among these were many students of top-quartile rank in scholarship; and that those in this quartile who did participate in activities were likely to participate in more than one. Approximately one-fourth of the children, about as many boys as girls, were *not* participating in out-of-school, youth-serving, community organizations. A greater proportion of those participating were in the lowest quartile. Among other conclusions drawn by the school people were the following: few children were carrying an excessive load of activities; school activities needed to be broadened to appeal to more boys and to those in a wider range of academic ability; and school activities provided by their school did not appeal to "low-morale children"—those with police records, for instance.

The school planned to start a boys' hobby shop with instructors in electricity, woodworking, and other manual interests, to initiate a greater range of physical education activities, and to introduce a point system which would bring under control the number of activities a child might carry.

The worth of this study and the good effect upon the school and community raise the question as to whether all school-communities would be able to operate more justifiable activity programs if such a survey were made cooperatively with parents and community agencies and followed by joint planning to meet the needs of all boys and girls. The study also highlights the need for guidance of students in the selection of activities.

Chapter Four:

How Schools Help Children in Seventh and Eighth Grades To Become More Independent as Individuals and as Group Members

THE TREMENDOUS URGE away from adult restrictions which characterizes children in grades seven and eight gives the school a golden, if sometimes turbulent, opportunity to help children move forward in their drive toward maturity. School people included in this study generally perceive this opportunity and seek ways to provide profitable experiences for children to grow in self-reliance. Frequently it was mentioned that administrators and teachers in these grades can start at a higher level and can do more for these children if, in the preceding years, children have gradually taken more and more responsibility. In any case, the growth drive for independence and society's need for capable, self-reliant people seem to leave the school no alternative but to help children utilize these years to achieve as much maturity as they can. The real question is not so much where and how to find opportunity in the school's program; but, rather, how to encourage the kind and degree of initiative and responsibility which will benefit children. (30, 35, 37, 41, 43, 44)

In many schools the very pulse of the school is determined by cooperative action of adults—school people and parents—and children. These schools are marked by a sense of happiness and personal worth of individuals and by serious and mutual deliberateness in determining action which is important either to adults or children, whether it be the question of charging a quarter for the dance, how to improve reading or social behavior, how to learn more about our government, or what to do to make the school better. Scattered through this report are many instances of children participating in activities designed to help them grow in managing themselves effectively and with consideration for others.

I. *Learning self-management*

Classes of children who are with the same teacher much of the day often do a great deal of such planning, casually and as an accustomed part of school life. Continuous relations between children and teacher and the greater freedom from the pressures of time seem to make it possible

for the teacher to help children know their strengths and weaknesses in basic skills, in physical development, and in social and emotional growth, and to make individual and group plans for improvement. Frequently parents are involved in the analysis and the planning.

Large schools and departmentalized schools, too, find opportunities for children to achieve independence. In descriptions already presented and in those which will follow, it is clear that students and teachers frequently plan together to determine certain phases of class procedure, to follow individual interests in clubs and projects, to improve skills needed for better communication, to carry out large group programs and projects, and to help administer the school. In these projects children are led to see that the success of the undertaking depends on the way each individual plays his part.

Conferences with children revealed that they are generally aware of the fact that they help plan certain activities. Only a few, however, revealed an awareness that, in doing so, they are actually being educated to manage their own lives. There is a question here as to the importance of having children see the long range as well as the short range values of procedures the school considers important in order to add to the students' maturity of insight and judgment and to enable them to convey to others their own understanding of school procedures.

II. *Learning basic academic skills*

The obligation of the schools to help young people achieve as much facility as possible in dealing with situations which require communication and mathematical thinking is a well-recognized responsibility. The ability to *read* in order to gain ideas from other people, past and contemporary, is a skill to which our people attach very high value. Our society depends so much upon communication through reading that people unable to read well are not only greatly inconvenienced by being deprived of ideas gained through this means, but they are uncomfortable at not "measuring up" to what most other people can do. *Writing*, too, is important in our society, for in modern life many of our people find themselves where the power to communicate in writing is essential to well-being. One of the major objectives of public schools is to teach people how to write and how to convey their ideas in writing, and inability to do so is a deprivation. *Mathematical thinking*, or the ability to manage situations which require number calculation, estimation of relative or actual size, space, speed, and apportioning in order to balance supply and demand, is a part of the basic culture required in the daily life of this country.

Neither is the need among our people for other skills a debatable issue.

Responsibility for one's own behavior, consideration for the well-being of other people, ability to work with and enjoy the association of other people, and facility in arriving at conclusions cooperatively are recognized even by people in other countries as some of the marks of citizenship in the United States. It is well-accepted that these qualities and skills should be encouraged in our schools. Even so, the importance which our culture attaches to reading, writing, and arithmetic is high, and when these traditions so much as *appear* to be threatened, expressions of fear follow.

Although the skills are taught—usually well taught—all through the earlier grades, it cannot be expected that by the time children enter seventh and eighth grades they will all have acquired the same degree of skill. Skill in reading, for instance, begins in young children when certain things have happened within the body and within the thought processes. Even under the most sensitive teachers and best methods, ability to learn to read must wait upon growth factors inherent in the physical mechanism.

The range of reading achievement in any grade will normally cover a 5-year span. In grade seven, then, it generally extends from grade five to nine; it may, due to the presence of several "unusual" children, cover a far wider range. Some children reach seventh and eighth grades with adequate reading power, needing help only on more advanced skills such as analyzing and briefing the content to adapt it to one's needs. On the other hand, children who begin to read at a much later time and who make slow progress may need help for many years in order to master the basic elements of reading. This variety is not unreasonable; it is, rather, an entirely reasonable extension of the fact that variety exists among human beings in all things. The same variety may be expected in arithmetic and in writing.

LEARNING TO READ BETTER

The awareness of most principals and teachers regarding these differences and their efforts to meet the needs of all children was evident in school libraries, in classroom materials, in devices used to stimulate interest in reading, and in provisions for teaching reading. In most of the schools included in this study there are libraries which enable every child, no matter what his ability, to find something he can read which challenges his interest. Most large schools have central libraries which are usually arranged according to standard library systems. In several there are special shelves arranged to meet the current interests or requirements of children. Animal stories were, in one instance, collected on one shelf; on another, books about aeronautics. Reference books, encyclopedias, supplementary books to enrich classwork, special interest

books, and fiction line the shelves. Magazines which appeal to pre-teen and teen-agers stand in racks. In some libraries daily city newspapers and juvenile weekly newspapers are also available. (86–89)

Some large schools with central libraries have trained school librarians serving full or part time. These librarians study the school and cooperate with teachers to serve the needs of classes and individual children. Frequently, classes are scheduled in the library to provide training in use of the library or to read; the classroom teacher sometimes accompanies the group and sometimes turns her attention to some accumulated or postponed chore. The librarian makes an effort to stimulate interest in reading by displays, posters, and other means, and takes an interest in both the advanced and retarded readers.

When there is no librarian, classroom teachers take charge. Occasionally child-librarians assist the librarian or the teacher in checking books in and out, re-arranging the shelves, and even helping younger children select their books. In two schools visited, members of a "book club" were at work repairing books.

In small schools, and in a few larger ones, were found room libraries instead of central libraries. Here the schools have attempted to provide the variety necessary to meet the needs and interests of children in every classroom. Several teachers pointed out that this creates a storage problem which they think hampers the program. It also restricts the choice of books and makes necessary the duplication of books from grade to grade. Principals feel that there are advantages and disadvantages in both the central and room library. Some schools found a solution in maintaining both room libraries and a central library.

Many schools supplement their library supplies by coordinating with the community, State, or county library. Sometimes bookmobiles carry books from school to school from which the librarian, teachers, children, or other school staff members may procure books for a period of a month.

The attempt to meet the variety in reading ability reflected in libraries was not generally extended to the selection of textbooks and supplementary books used in the classrooms. Here it seems that children are expected to be able to read the same material equally well. This is especially true where teachers have not worked with younger children among whom the differences are so apparent they cannot be overlooked. In most schools, large and small, the single textbook is in use, and all children attempt to read it. In a few schools this is not true. Here teachers have gone "the extra mile" to find materials children can read and those which enable them to make contributions in class. Several teachers expressed concern about helping children to read and asked for aid in acquiring techniques which they could apply in the classroom—in social studies and science, for example. A few schools were making studies of high interest-low vocabulary material which children in grades

304418°—54——5

seven and eight might use. One seventh grade has secured books "graded" by publishers for grades four, five, six, and seven.

Several teachers also asked how provision could be made for bright children to "raise their level of contribution." One eighth grade social studies teacher, in an effort to provide for advanced children in the various sections, asked the cooperation of the administrators in carrying out an experiment for a year. The plan included building up the resources of the library to include books in history on a much more mature plane. A shelf of 30 to 40 books was arranged, and these advanced children were encouraged to use them in the library, in the classroom, or at home. The teacher reported that students were enthusiastic and that their contributions to classes helped the other children.

Several large cities group both the more able children and the more retarded into homogeneous groups. This plan seems to have both advantages and disadvantages. One advantage mentioned is that experiences may be more easily planned to meet the specific intellectual needs of children. This plan is still under close observation, and ways of broadening the human understandings of children in these groups are constantly being sought.

Various means are used to stimulate interest in reading. In those schools operating integrated programs of some kind—such as are later described under *Social Studies*—the nature of the work stimulates and motivates reading. In consideration of problems involved in such a study as "Natural Resources of Our State," informational materials of all sorts—pictures, slides, film strips, and recordings as well as reading materials—on many levels of difficulty are obtained and used. Children study some of these carefully, read others casually, and scan others for helpful information of interest to themselves or useful to the class. Sometimes committees are formed to secure information on a given phase of the study; these committees plan their work, secure the evidence they need, and present it to the group in an interesting way. Sometimes all children search for information of a general nature and bring it to the class through general discussion. The teacher, in these instances, distributes help according to need. Some children require little help; other must have materials selected for them and have some assistance in using them.

Help is given all children in the use of books—in locating them; in using the table of contents, chapter headings, index, glossary, and other aids; and in going to the dictionary for help when it is needed.

Some teachers were attempting to enliven book reports through techniques used in advertising—book covers, posters, etc.—in radio, and in television. Most teachers had reduced the book report, frequently required by administration, to a minimum; a few had dispensed with it and were using other means for keeping in touch with what children read.

In one eighth grade class the children had made a study of the ways books could be reported. As a result they listed 18 ways in which they might vary their reports:

1. Write a book report.
2. "Sell" a book to a friend.
3. Give an oral book report, using about 2 or 3 minutes.
4. Tell the story to an interesting part and stop.
5. Dramatize a part of the story.
6. Pantomime a part of the story.
7. Read short parts of the story and explain the purpose.
8. Draw a picture or make a movie.
9. Dramatize through puppets.
10. Characterize the persons in the story.
11. Have two people dramatize parts.
12. Have two people report with questions and answers.
13. Discuss the pictures in the book.
14. Have two people report serial parts of the story.
15. Carve scenes suggested in chosen art medium.
16. Make a travelogue if the book is about travel and adventure.
17. Have a committee discussion on western stories.
18. Have a committee discuss comic books.

In one class a teacher who has children for language arts and social studies uses discussion groups to share what is being read. Groups form occasionally to discuss a variety of books or to discuss the "Western books we are reading" or "the animal books people are talking about." To these groups come those who have read the books and any others who care to listen. Other members of the class continue with their own reading if they prefer to.

In another school the eighth grade English teacher and the principal, both aware that many children in the school lived in homes where friction ran high, invited children and teachers to bring fiction which portrayed some family-life situations. This supply was supplemented by a community organization. Together, for one-third of a year, they set out to learn "something about family life." When children reported to the class, each selected the book of his choice and read it during the period. Anyone who wished was permitted to take the book with him outside the classroom.

The teacher, apparently but not actually in the background, observed and listened and made private notes about problems or progress of individual children. Eventually, when she noted that several had read a given book, she invited these children to select some part which showed family life and tell each other how they felt about "the way Mary treated her father," "whether Dave did right to run away," or "what made Susan's mother treat her the way she did." The other class members listened at first and then entered the conversation when they thought they understood. These "talk-fests" flowed uninterrupted, no matter

how or what the opinions unless prejudice ran unchecked or monopoly was assumed by some dominating personality. Then the teacher sought skillfully to inject a note which would carry the group over that pitfall. On one occasion the teacher suggested to the child in charge, "You know, I think I've heard only three voices lately—John's and Louise's and Roy's. I happen to know Mary has done some thinking along that line. Why don't you ask her what she thinks?" Mary's contribution broadened the perspective.

The teacher's primary motive was to improve children's lives at home, and she was using "bibliotherapy" as a method, combining it with "the sociometric approach, sociodrama, book panels, oral and written reactions to open-end and non-directive questions, and book reports." She was not yet ready to measure achievement in reading or reading improvement, but everyone, including the children, felt that they were "reading better than they did." The number of books read by these children averaged 28.95; the most prolific reader read 125; some who had never read anything they were not using as a textbook read 4, 7, 9, 10, or 11 books.

Several schools found that both boys and girls in these grades enjoy helping younger children, especially in the kindergarten and first grade. One of the ways in which they give valuable assistance is in reading to a group to relieve the teacher in an emergency or reading to small groups who assemble informally one by one after each has put on his clothing to go home.

One large city states in its curriculum guide, "Reading instruction in grade seven represents a continuation of the work of grade six. It aims to assist the pupil to read with greater comprehension and to increase his speed. It recognizes the fact that as the pupil moves upward on the junior high school level, he meets new challenges in reading not only in English but in every subject that he studies. Unless he grows in reading power, his progress in learning is seriously handicapped."

This city "requires" all teachers to help children get the meaning of words, use library and reference materials, get the central thought from a sense impression, develop speed, and increase critical ability.

A report of what is happening in one of the other large cities explains, "In addition to this city-wide attack on reading, various schools are doing extra work with slow readers. These programs ordinarily set up either 'extra' classes of English or classes with fewer pupils in slow reading sections so that more individual work can be done. However, this approach sometimes penalizes better classes which may be forced to accommodate more than 40 children. English teachers in buildings with programs of this sort sometimes have from 200 to 235 pupils per day. About 150 per day (5 classes of 30 pupils each) would permit better teaching and better learning conditions. True remedial classes, of course, should be

limited to from 10 to 20, but there is some doubt as to the validity of a widespread remedial program. General reading growth will be shown only as more and more pupils receive reading instruction."

In several schools a period is set aside daily for the study of reading. In one seventh grade class children are divided into four groups. Three groups use readers published for grades four, five, and six but not previously used by the pupils when they were in these grades. The fourth group engages in library reading.

Children in several schools were having so much difficulty that special classes were formed for them. To one class the children come for half the day. The teacher, trained in reading techniques, helps them master word analysis and develop rapid recognition of words needed in their classes. The material she has developed is from other classes of the school in which these children are enrolled. Teachers make it possible for children to receive help in these classes and to make contributions. The attitude of the children and the remedial reading teacher is optimistic; the children feel they have already been helped.

In another school in which the staff has accepted the viewpoint that "every teacher is a teacher of English and reading," good use is being made of flannel boards for teaching vocabulary. During class each day teachers place on cards the words to be learned, and put the cards on flannel boards for the children to study. Care is taken to help students develop the words in context. Phrases or sentences using the words are also on the reverse side. These cards are available to any who want to study them.

Most schools, large and small, use a standard reading test especially to aid in discovering the people who need help. From the awareness and interest teachers expressed in helping children improve their reading skills it, is apparent that teachers of these grades are accepting the fact of differences, and that they need and want much help in teaching reading.

LEARNING TO EXPRESS IDEAS IN SPEAKING AND WRITING

Among schools included in the study, few called attention to the work they were doing to improve writing skills and penmanship. It was noted that teachers who are responsible for the same children most of the day are likely to include improvement in penmanship among their objectives for children and to find ways to stimulate interest in writing among them. Many, however, were engaged in activities designed to help children express ideas more clearly and with greater interest for the reader or listener. (97–101)

One seventh-grade teacher whose hobby is writing encourages children to write about personal experiences and interests. Traditionally, children with this teacher enjoy writing as most children enjoy drama. They

are encouraged to write "anything they want to," and to preserve the language most useful to convey the point.

On the day of the visit the girls and the teacher sat on chairs and the boys sat on the floor near the teacher, the whole forming a loosely structured group. "We write often," said the teacher. "Some of us write in our spare time at home and at school, and we never throw any stories away. Children have their favorite stories, and we listen to them over and over. Just a few moments ago, we decided what stories we wanted you to hear. The authors will read them to you now."

The stories were spontaneous and realistic, and the children's delight in them genuine, almost reverent. It was easy to believe that authors were in the making. Following the visit, for the purpose of the study, children sent the visitor 47 stories, ranging from about 100 to 2,000 words, each reflecting the writer's own feeling and many of them gems of promise in the writing field.

Following are two of these stories, unedited to preserve their freshness:

THE MOST UNFORGETTABLE PERSON I HAVE EVER MET

One day in October when I was in the second grade at Laurel Creek School a new boy came in our class. Mrs. Witcher seated him by me and told me where he lived. She also told me to tell Jerry when and at what bus stop to get off.

That day I didn't say anything to him and he didn't say anything to me. We occasionally exchanged sullen glances.

That afternoon when school was out, Jerry got on the first bus shift. I dragged him off and told him that we were supposed to go home on the third shift.

When the bus came back for the second shift, Jerry got on again. My cousin (Gene Freeman) drove the bus so he escorted Jerry off this time. When the bus came back for the third shift, I got on. Jerry, with a surprised look on his face, followed.

The next day it was no trouble for Jerry to find out what bus to get on. He waited until I got on and then he followed.

Jerry and I became the best of friends. What time he wasn't at our house, I was at theirs.

Once when I was at his house something happened that I'll never forget! He had gone under their house looking for a bantam nest. All at once he came out like a flash of lightining. He told me that there was a little snake in there about a foot long.

His brother, Junior, went to investigate. He came out faster than Jerry had. Junior went in the house and came out with a double barrelled shot-gun. He slowly crawled under the house. Junior let go with both barrels. Mrs. Martin's glass basket fell off the kitchen table with a crash. She was as mad as a wet setting hen.

We went back out and Junior went back in. After a while he came out, smelling like liniment. Jerry got a hoe and gave it to Junior. He crawled back under the house. Inch by inch, foot by foot, yard by yard, he hauled out six feet nine inches of Whip Coach. The biggest Whip Coach I have seen or heard of! Mrs. Martin ran in the house yelling, "My nerve tonic! Get me my nerve tonic!"

We saw some knots on the snake's body so Junior operated. He removed six glass eggs from the snake with one operation. We loaded the snake up in Jerry's bicycle basket and carried it up to Mr. Howell's. Junior Brown and Earnest Brown were painting Mr. Howell's house. We showed Junior the snake. He called Earnest. The snake moved, Junior ran and Earnest vomited three times. Mrs. Howell, having heard all of this commotion, came to investigate. She asked if the snake was dead. Almost in answer to her question the snake moved again.

In 1940 Jerry moved to Marietta and I moved to Monaghan. Jerry had moved to Laurel Creek from Monaghan.

I know that Jerry Martin is the most unforgettable person I have ever met.

GETTING MYSELF SOME NEW CLOTHES

Saturday mother and I went to town to get myself some new clothes. The first stop we made was at the shoe store. The man said "May I help you?"

Mother said "I would like to get you to fit this boy of mine up in a pair of sporty shoes."

The main said "I'll try." So I told him as much as I knew about the kind of shoes I wanted.

He brought a pair of shoes nothing like I described to him. I told him I didn't want that kind of shoes at all. He got another pair of shoes. This time he got the kind I wanted, but they were too small. He got a bigger sized shoe. It fit fine and Mother said, "I'll take them. How much are they?"

He said, "They are $4.99."

She paid him and we were off for the variety store. I got my clothes on the third floor at the back of the store. A woman waited on us as we got to the back of the building. She said, "Would there be anything for you." I would like you to fit this boy here up in about two pair of pants. I said "Give me two pair of Gene Autry jenes."

She said "I don't have any Gene Autry pants but I have some Red Ryder saddle pants." Mother said "I'll take them, and would you please help me get him a sweater and a shirt or two." The woman said "Please to do so, mam," We picked out the sweater and shirts. It came to over 12 dollars. That is my shoes counted in two.

In several schools the class or school newspapers and journals provide motivation for writing, especially for gifted children. In two schools, each housing grades from kindergarten through eight, the papers carry news from the entire school. Reporters in each room keep in touch with the very able editorial staffs who assist in changes or do rewrites when they feel they must.

Many of the papers, like those just referred to, are spontaneous and alive, reflecting schools where life has a good mixture of gaiety and seriousness. Pictures and descriptions of activities of young children are sympathetic and understanding, with sometimes a touch of humor; cartoons are penetrating but stop short of flippancy; interviews with superintendents and visitors are reported with care; and retiring teachers are given fine tributes. Sports, dances, trips, quips—all are included—

giving many children a chance to help with the paper and affording an excellent mirror through which a school may examine its own activities.

Many teachers also encourage children to express ideas they are learning through such activities as arranging and explaining displays, making posters, or keeping notebooks and diaries. Frequently children develop programs in which they show or tell other children or their parents what they have learned. And, in some schools, all or most of the plays produced are written by the children.

Many teachers make an effort to help children become more critical of their ability to give a report. This is done in various ways. Frequently, help is given on how to make and use notes, how to use the voice, and how to speak clearly. Usually criticisms are friendly, with the intention of giving mutual aid. One teacher has worked out a scoring system with the children. The items scored include, "The way they stand, the way they look at the class, the way they express themselves, the way they look at their notes, and if they know their speeches." Each student evaluates the speaker, with the motive of helping him to become better. In connection with the work, these children studied outlining, note-taking and transposing, and briefing.

Letters, too, are considered valuable means for helping children learn to write well and provide an activity particularly interesting to young adolescents who are eager to do the right thing socially. Making arrangements for trips; sending invitations to programs, acknowledgments for courtesies, and requests for information and materials; and corresponding with other schools or with children or schools in other countries are often exacting tasks in which children learn both letter form and clear and interesting expression.

In addition to the study of functional and creative writing and improvement in speaking and discussion, many schools visited were engaged in a study of the structure of the English language. Sometimes the study was related to written work the children were doing or to spelling; at other times there was no apparent way in which the study was related to other work. Usually an entire class engages in the same activity. Language books are frequently used, with children filling in blanks in sentences orally or in writing. Parts of speech are identified in many ways—by analyzing sentences, by discussion, and by language games. On the whole, children seem to enjoy the analysis of English, showing their interest by questioning.

Teachers are conscious that correct spelling is an essential element in clear writing, and they recognize the relation that phonetic training or the study of word parts has to spelling. Several teachers spoke of ways they use to work out of the enormous reading and speaking vocabularies of children those words they are required to learn to spell. In several small schools children keep records of all words they misspell in writing

and these become a part of their study. In some, spelling words are selected from words requested by children as they write compositions of any kind. In others, commercial spelling books are used, the class following the study plan prescribed in the book. In some departmentalized schools each teacher selects with the class the words considered essential and helps the children learn them The building of phonetic power, which is largely ear-training, receives much emphasis in some schools. Teachers in the upper grades are searching for effective ways to help older children increase their power to analyze words both for spelling and for pronunciation.

IMPROVING IN MATHEMATICS

As in reading, most schools, large and small, have a schedule of standardized tests in arithmetic. These are considered useful for diagnostic purposes and as a basis for helping children see their own improvement and needs. In few schools visited were they used to inspire competition among children. (102–107)

A definite effort was noted to make arithmetic learnings practical, both to have children discover the need for information or skill through life-situations and to apply to life-situations what they have already learned. The following statement on arithmetic, originating in one of the large cities in the study, shows how this is encouraged in that city.

"A study of the arithmetic used by most persons today leads one to believe that the computations and the practical problems taught in school should be relatively simple. It is far better to develop accuracy with the types of computations in common use than to confuse pupils with involved calculations that are seldom used outside the mathematics classroom. For this reason, emphasis is placed on the ability to solve problems centered on practical situations, and the mastery of the skills needed to solve such problems."

Banking is frequently used as a motivating situation. The excellent work of one banking club has already been described in the section on *Activities* of schools. In another school including grades one through eight, seventh grade children have charge of the banking for the entire school. The bank is open several hours daily, and children make out the deposit slips. Children of all ages bank, and this activity provides opportunity for understanding younger children as well as for applying arithmetical knowledge. Artistic circle graphs, worked out on a numerical and a percentage basis, are made each week for the hall bulletin board to inform children how many have banked and the amount of money deposited.

Another group of children who were at work trying to stop erosion near their school were finding it necessary to use mathematics. They measured the area affected, computed the number of check-dams they thought they might need, and proceeded to build the dams.

In one school in which the teacher has the children nearly all day, and in which the teacher "searches for ways to make arithmetic real," the eighth-grade children visited the bank, organized one of their own, wrote checks, kept accounts, and studied bank forms. This class also studied the division of land in their State and county, tracing "old papers and deeds" in the courthouse and interviewing many old settlers. "Area" was the mathematical concept used over and over. They also found a table of "Food for a City" in a textbook. Questions raised by the children led them to adapt the table to a population of 2,500, the size of their own community, and then to an "average" family. Graphs were made to show the consumption of bread, milk, butter, and other basic foods commonly used in that section of the country. The class also measured the height of the school, a large elm tree, a spruce, a light pole, and other tall objects. Then they turned to finding areas and circumferences with the same vigor. At the time of the visit they were "seeing how much arithmetic they could do in their heads," a mental exercise which interested the children and stimulated them to great effort.

In two classes, each of which remained with the same teacher all day, children were engaged in figuring costs and mileage for a recent professional trip made by their teachers. The problems included subtraction in dealing with distance between cities, total mileages, and amounts of gasoline used; addition in dealing with amounts of money spent and gasoline consumption; multiplication in dealing with cost of gasoline and speed per hour; and division in dealing with travel cost per mile, proportionate expense for each traveler, and average number of students per teacher in the school visited.

Another school explains in its paper how provision is made for learning arithmetic:

> Every student has arithmetic every term at least four periods each week. For those who cannot add, subtract, multiply, or divide, there is special teaching in class and in after-school conferences. Work books are provided in which each child can find what he needs and do as much as he will to increase his skills. Often the children who are very good at numbers can be seen acting as teacher-assistants, helping their less fortunate classmates. When, for some reason, pupils have failed to grasp the underlying meanings, then teachers do special work with small groups.
>
> Every term new learning takes place as new meanings, computations, symbols, and formulas are developed. The teacher's aim is always to relate these concepts to life as the child and his parents live it now. This takes the chuldren into the arithmetic used in planning, in buying and selling, in saving, in banking, in building, in constructing all kinds of articles big and little that are common in everyday life, in investing money, in insurance, in the costs of government, of labor, and of accidents. In fact there are few aspects of modern life that can be left out of the Math classes.

In most of the groups observed there was little evidence of provision for individual differences among children in their achievement or their

ability to learn the necessary facts and processes in arithmetic. More often all were attempting to do the same work out of the same book in the same amount of time with little or no special provision for either the rapid learner or the slow, except for the help the teacher gave during class. Yet here and there it was evident that an attempt was being made to provide for individual differences. Observation, however, seems generally to support the view expressed at times that teachers need help in individualizing arithmetic teaching in grades seven and eight.

Children in one class were divided into two groups, one studying decimals and percentage and the other fractions. The teacher was working with the first group while the second worked quietly with the children helping each other. Those in the first group were practicing the writing of decimals and the changing of decimals to percents and fractions. The class closed with a good-natured attempt to "stump the experts," they being several children of obviously superior ability in arithmetic. In another class, although the children were all attempting the same work, they were divided into small groups. Each group had a chairman, and the members were working together to help each other.

One teacher was having a very successful experience in helping children understand fractions, decimals, and percents by using a device which is commonly found in the lower grades. Circles, lines, ladders, and various objects made of paper were cut apart, each part a different color. These were available to children in free time, and there was evidence that they were learning quickly to recognize the meaning of half, quarter, or third, and to convert these into decimals and percentages.

III. *Growth in personal and civic understanding and responsibility*

Teachers and principals in every school expressed the need for helping children become good citizens and emphasized the role which the general life of the school and classroom plays in the formation of attitudes and habits. Children and parents also are aware of this goal, and every group interviewed expressed appreciation of the work of the school in this respect. Some of the club and other social activities of the school which have been reported were planned with this in mind. Some school people expressed the feeling that better coordination among the school, the homes, and the community is needed to make certain that suitable opportunities for leisure-time activities are available to all children. The surveys reported by two communities are initial attempts to improve opportunities for children.

LEARNING THROUGH SOCIAL STUDIES AND RELATED SUBJECTS

Social studies classes are recognized as affording a place for focusing

some of the learnings required of good citizens. The need to help children develop habits and attitudes of personal, social, and civic responsibility; interest and ability in working and playing with others; and ability to deal intelligently with problems are seen as objectives shared by the whole school. (35, 37, 39, 41, 49, 50, 54, 82–85, 108–113)

Among the areas being studied in seventh and eighth grades at the time of the visits, or found in curriculum guides or courses of study intended for use in these schools, are the following:

Grade Seven

1. The State
2. Western Hemisphere
3. United States History and Geography
4. Eastern Hemisphere
5. Our Shrinking World
6. Living in the Community
7. Living at School
8. Safe Living
9. Our City Serves Its People
10. Understanding My Body
11. Exploring Education Opportunities
12. Achieving Good Intercultural Relations
13. Keeping Physically Fit
14. Orientation to Junior High School
15. Leisure Activities
16. Our Natural Surroundings
17. Conservation
18. Juvenile Delinquency

Grade Eight

1. The State.
2. United States History, Geography, and Government.
   a. United States History and Modern Life.
   b. Our State as America in Miniature.
3. Living in America.
4. United States as a World Power.
5. Civics.
6. Local, County, State, and National Government.
7. Our Neighbors (Canada, Mexico, Central and South America).
8. Understanding Myself.
9. Understanding and Improving Myself.
10. Personality and Appearance.
11. Beliefs and Superstitions.
12. Keeping Up With Current Affairs.
13. Natural Resources of Our State.
14. Conservation.

The wide variety of themes found in the seventh and eighth grades may be accounted for, in part, by the different methods of determining curriculum content. Through curriculum guides or courses of study prepared by teachers and administrators working cooperatively through the state, county, or city offices, schools generally designate certain areas in geography and history, or social studies, and in science for which each grade is responsible. Methods by which the teaching is to be accomplished are usually not prescribed. In most of the schools included here, this is the case. Increasingly, local schools do a great deal of staff planning and in this way determine the sequences of work which will be allocated to each grade, planning on the basis of continuity from kindergarten or grade one through grade twelve. Some single schools in the study are

working to develop a more integrated curriculum and are studying the possibilities for better relating the subject matter being studied and the skills being achieved to the interests and lives of children.

In one school which works as a unit and in which children and teacher cooperatively decide what they will study, the large areas for the year must be approved by the staff before the study is undertaken. In choosing the areas, children are encouraged to supplement rather than repeat previous experiences; to explore new areas suggested by the teacher or children; and to consider the timeliness of the study they choose, the resources available for firsthand and vicarious experiences and information, and the worthwhile activities which will be a part of the study. This is done through such simple questions as the following:

> What do you think we ought to study?
>
> Have you ever studied that before?
>
> What do you think we could find out that would be interesting or useful to know?
>
> What are some things we want to find out?
>
> How and where could we find out?
>
> Would we be able, through this study, to improve in what we are trying to do? (This may be to read, discuss, think critically, consider all the evidence, write well, or any other individual or group objective.)

After the staff has approved the plan, from that point on, all books, visual aids, other school equipment, staff members, and community resources are grist to their mill.

In this school, although children have much to do with planning, the project is carried out with the thoughtful aid of adults who are interested in their progress in academic lines as well as in their responsibility for their own lives.

A seventh grade working in this way chose for their year's work "Problems of Living In Our School," "Understanding My Body," and "How Our City Serves Its People." The first area contained such elements as good citizenship, relationship between the parts of our school, and the effect of out-of-school life on the character of school life. The second contained problems related to early adolescence such as "body processes, health care, and the problems attending physical growth and body change at adolescence. Research reporting and class discussion were the chief means of working with the materials of this unit." The third area included a study of local government, protective agencies, business, and health services.

The eighth grade in the same school chose "Personality and Appearance," "Natural Resources of Our State," and "Beliefs and Superstitions." The first unit led to personality tests and a discussion of interests. An account by the teacher states, ". . . the decision was that you can't study personality in segments and that widening our interests would be the central theme around which we would study all phases of

personality; e. g., emotional control, leadership, manners, health, poise and appearance, altruism, interests, voice, social adaptability, attitudes, and opinions. We made a survey of possible means of widening our interests through school, community, and personal activities." Following this decision as quoted there was a record of dynamic activities which gave attention to development of the complete personality. Creative music and music appreciation, art, shop, writing experiences, trips, discussions, study, and parties—all of which encouraged self-analysis and self-improvement—reflected a glowing experience.

"Natural Resources of Our State" permitted examination of people, agriculture and industry, geology, and mineral resources of the State. The study of "Beliefs and Superstitions" was highlighted by reading about Huck Finn. Discussions and research alternated, finally including "family life and how it affects our beliefs," race and religion, "emotions and inner drives, assuming responsibility, cooperation, changes in standards and home relationships since colonial days, characteristics of adolescents, ways of growing up gracefully, adjusting to others in the family group, and causes of tension. A family picnic was the climax of this unit's work. . . ."

Another group chose "Natural Resources of Our Nation." They divided these into the five areas of water, animals, fishing, farming, and forests, and studied each of them. At the time of the visit the theme under discussion was the interdependence of natural resources. Several committees had been established, and they explained that they would show interdependence through the following activities: (1) diorama showing trees, water, fish, etc., (2) diorama showing that "everybody in the world depends on others," (3) map showing interdependence of parts of the United States, (4) diorama showing how children depend on the teacher, (5) miniature town showing interdependence, (6) diorama showing what our dads depend upon, and (7) diorama showing what children depend upon. Artistically, the plans were creative and a variety of means was used. Even three-dimensional maps and pictures were being considered.

Classes working within a framework established by an over-all curriculum committee were also carrying on some excellent programs. Under *Social Activities* and *Arithmetic* have already been described the breadth of experience of one eighth grade group in a small school. Responsible for studying the State, they visited the capital city and observed the legislature. On their return they re-enacted the entire experience of governing insofar as they could see it. Legislative districts were studied by their child-representatives, campaigns were run, senatorial elections were held in proper voting booths, and travel and living expenses were estimated. Bills were formulated, hearings held, and votes taken. Following this, a gubernatorial and a presidential election were also held.

In addition this class conducted a study of housing and communities,

studying the history of development in that State from the lone sod house to the building of railroads and towns in the present. Pictures and murals reflected the pleasure and the learning.

In connection with this type of integrated study, the children, in addition to information, learn many skills. Reading materials are selected according to need, and each has opportunity to advance his own skill. Special needs are noted for more concentrated attention in periods set aside for that purpose. Arithmetic, writing, speaking, cooperating—most of the normal skills required in living—are practiced and, when necessary, studied.

Another group of seventh graders was, at the time of the visit, much excited over the composition and processes of national government. With charts before them and an intelligent and competent teacher to help them, they were attempting to find out "who would have the last word in a bill over which there had been much trouble." The origin of a bill, the support it must have to pass, the presidential veto, the work of the Supreme Court, the power of a referendum—questions about all of these were raised by the children. Curious about their intent interest, it was not until after the class was over that the visitor learned of an undertone, never mentioned but present throughout the discussion. A bill of tremendous economic importance to some of their parents was then pending.

One class of eighth grade children had gone to considerable effort to find out about the work of the United Nations. The work of the World Health Organization in reducing the incidence of typhus also challenged their attention.

Another seventh grade had "studied the heroes of the Revolution and the Continental Congress, showing how rules or procedures must be drawn up when people are going to live and work together; and studied Current Happenings which occupied about 2 hours out of a week's program. Bulletin boards were arranged to show events. Labels on the boards were: International, City and State, Executive, Presidential Election, Sports, Legislative, Weather, Modern Men (under this was Eisenhower)."

The eighth grade in one school was studying history backward, by decades or movements. The room and halls were alive with pictures and charts. The fifties, the forties, the thirties, the twenties—all were there, showing outstanding people, newspapers, sports, songs, movie stars, even hair styles. The children were intensely interested. Just then they were investigating impeachment, its reasons and processes. Before the class closed, the discussion had led to a study of the Constitution of the United States.

Many other activities were in process in nearly all schools, activities which were interesting to children and which provided them opportunities

to learn and to think about what they were learning. Committees of children were making maps of various kinds to show the countries of Central America or of some other area, many classes had made notebooks of special interests, and pictures and murals frequently portrayed themes from the social studies.

Practically all of these schools consider it important that children keep up with the modern world. This is shown by the fact that current events are given a place in the social studies. Usually a juvenile weekly newspaper serves as basis for the work, both in motivating it and in getting information about any given topic, and usually one class period a week is reserved for the study. Several groups visited had gone beyond this stage, however, and were following some of their own interests. Usually this attempt showed the children's tendency at their ages to identify themselves with some hero figure. In three schools large bulletin boards were devoted to People in the News, and children were making it a point of pride to recognize them and to know something about them. Hollywood stars graced a bulletin board in another room, evidence that these children were making a study of the movies. Sports stars were also a point of interest, and occasionally there were included artitst, scientists, and health leaders.

One group, inspired by an article in a juvenile paper, spent several days studying Teaching as a Career. On the day of the visit they spent some time discussing "the nicest thing and the worst thing that ever happened to me in school." The "nicest thing" was agreed to be that "I never failed (repeated a grade)," and the worst was the failure of friends. When asked why she liked to play school as a child, a girl replied, "Because I knew the answers and could boss the kids around." (Perhaps more nondirective, noninhibited discussion of what children learn in school would help us improve our teaching).

Materials used in the social studies for the most part feature modern, up-to-date maps, globes, textbooks, supplementary books and related fiction, reference books, charts, pictures, newspapers, and magazines. These materials are not the mark of the large school only; small schools, too, have recognized the need for materials, and have taken action to secure them.

Although in some of the classes children were using identical textbooks, in others a variety were in use. Certain some of the teachers said they think it gives children a feeling of satisfaction to have the same textbook and that children need it to guide their thinking. Others expressed the feeling that more interesting discussions and better results in information can be secured from a variety of textbooks which allow individual variation in interests and abilities. In most schools supplementary texts and reference books are available to teachers and children.

LEARNING THROUGH SCIENCE EXPERIENCES

The fact that science is an important area of learning was voiced over and over, but visits during this study included few observations of science as it was being taught. Usually it is scheduled as a separate period. In one school there is an attempt to combine it with social studies in a double-period. In several schools using the integrated approach, and especially those making use of child-teacher planning, it was observed that children raised questions which could be answered through science, and these were transferred to the science period and sometimes to a special science teacher. (114–121)

As the social studies units already referred to—"Understanding My Body," "Beliefs and Superstitions," and "Personality and Appearance"—were developed in the classes, there were many opportunities for teaching science. The studies of natural resources, conservation, and geography are rich in science. The history of any part of civilization is, from one viewpoint, a history of technological advances and their results upon people.

In its curriculum for science in grades seven and eight, one school prescribes a study of food and its relation to growth, the universe around us, the biography of the earth, physiology, heredity, natural forces, and living things. Another school prescribes the study of how wild things prepare for winter, when spring comes, the air, water, rocks and soil, and health. One group of children in grade eight had formed committees to study "Animal and Plant Life on Land and in the Sea."

Another eighth grade was finishing an animal unit and preparing to turn to the study of water. When the teacher asked the children what they wanted to find out, they compiled the following questions: How can you be sure the water is healthful? Is our local water supply pure? What are the vacation dangers? What does the Board of Health do? How is water purified? What impurities are found? "I wish they'd ever ask some trivial questions," the teacher remarked humorously. "It would be easier to teach."

In one small school where there were three grades to a classroom, the sixth-grade children had studied about seeds and had made some interesting and artistic charts, the seventh grade had studied and collected rocks and had prepared a catalogued display, and the eighth grade had studied formation of rocks. In another small school a field trip had been taken to collect rock, seed, and leaf specimens. A salamander added zest to the collection, and the children had made a home for him and were scurrying about to find out what to feed him.

In most schools the weather occupies an important position, and in several localities they study the implications of the weather reports. In one a committee of students made a daily report which, in presentation, would grace any television program. In another a boy kept a map to

show movement of pressure areas, and his keen interest made him ready to share his information at any time. One seventh grade had before them the major question: What makes the weather? Daily records of weather were being kept, a series of pastels showed "how fog is formed," and dioramas and maps added further data. Several experiments had been carried out and recorded in notebooks to answer the following questions: Does air exert pressure? Does warm air expand or contract? Does fire take something out of the air? Does air exert pressure upward? What makes a cloud? How do we breathe? Drawings made by students of cumulus and stratus clouds and storms decorated the room. Groups of children were then engaged in preparing reports which would attempt to explain what makes the weather.

In connection with the study of electricity and radio, a group in a small school had a motor. They had made an electromagnet and a doorbell and had learned to show the lines of force around a wire through which current is flowing. This group had also studied volcanoes—what makes them and how they act.

Opportunities were provided in some schools for children to follow their individual interests. A very gifted seventh-grade boy in a school which uses audio-visual aids extensively reported that he was studying television. He was certain that sometime there would be a TV screen in every classroom with programs channeled from the central office. "If they are not made by the time I grow up, I want to invent it. I'm working on it now," he said.

The most frequent science activity observed consisted of efforts to raise many of the activities of children to the level of scientific thinking by (1) looking at all the evidence that could be found in a given problem or perplexing situation, arriving at conclusions as objectively as possible, delaying judgment or maintaining it on a tentative or open-minded basis, and watching for new evidence; and (2) planning carefully with recognition of as many limitations and possibilities as could be identified, projecting the outcome through prediction, carrying out plans and watching for outcomes, studying to see "where we succeeded and failed and why, and how we can improve next time." These steps were not always carried out formally or rigidly, but teachers and children in most instances quite evidently make an effort to encourage the use of intelligent thinking.

One large school system recognizes this goal of scientific thinking as shown in the following report: "At the junior high school level, in a unit entitled 'Science at Work' pupils are taught to apply habits of accuracy, intellectual honesty, open-mindedness, suspended judgment, and to look for true cause and effect relationships. Pupils are trained in the techniques of applying scientific method. By these techniques they are trained to analyze a problem, to explore possible hypotheses for its

solution, to experiment, and to draw conclusions finally in terms of data. Further explorations of this unit teach pupils to seek reliable sources of information."

LEARNING THROUGH EXPERIENCES IN MUSIC AND ART

Music.—If musical activities in seventh and eighth grades may be taken as evidence of the value placed upon music for children of these ages, there is evidence to support the belief that music holds a position high in the scale of values. It was found in all schools, small and large, rural and urban, sometimes in abundance. In most schools its capacity to bring children together spiritually was recognized. It was a joy to hear the classroom and auditorium singing going on in our schools and to observe the expressions of satisfaction on the faces of children giving way to their feelings through songs they liked to sing. Semi-classical, folk, and popular music was most often heard, with a mixture of hill-billy songs wherever boys had a choice. (126, 128–130)

How close this comes to satisfying a real need was demonstrated in one classroom when the music teacher said, "Let's sing two verses of 'Sweet and Low'," and a boy's gruff voice grumbled, "No, sing it all—it's pretty."

Instrumental music, too, is commonly found in these grades. Band work beings early, usually in the fourth or fifth grades with the auto harp or tonette, and gradually includes all the instruments which are desired or which the school can afford.

In many schools, all children in grades seven and eight are required to take music, either vocal or instrumental, and in some schools where this is not the case, the principal expressed the wish that it might be so. Sometimes space is the handicap which prevents; sometimes there are not enough teachers.

Glee clubs and choruses form the background for vocal opportunities and junior and senior bands or orchestras for instrumental performance. Several of the newer schools visited have music rooms which make it possible to provide this variety, and one or two have individual practice booths. One large school which recently established an orchestra found it necessary to increase the periods of practice from 2 to 6 per week in order to provide for the numbers who wanted to be included, and again there is a waiting list.

In one well-equipped school, at the time of the visit, 70 out of 300 children were in orchestra practice—with a class of third graders sitting on the floor listening, enraptured—70 were in chorus, and many were engaged in individual and small group lessons or practice. Instruments were owned by the town, and at that time they could be rented by the semester and summer. At the other extreme, in a school where physical facilities were overtaxed, there was a remodeled basement room, and

here—amid uprights, crossbeams, and furnace pipes—oblivious of their surroundings; children blew their horns, played their fiddles, and beat their drums, happy in being together, trying to create beauty and harmony.

In another large school, children of promise in instrumental music are located at the end of grade four by the use of the Seashore Test. From that time on, each child who shows ability has opportunity to study the instrument of his choice. A Beginner's Band is established. In Junior High School, the child becomes a member of the Junior Band, and he practices five days a week—as a member of a club. Anytime he thinks he can play better than the person who has the position ahead of him in the orchestra, he may challenge this player. The orchestra leader hears both and makes the decision. The same plan is carried out in the Senior Band. Care is taken to see that this good-spirited rivalry does not mount into bitterness or rejection. Any child who has not followed this plan may begin music at any time he wishes, provided instruments are available.

Many children who become interested in music through participation at school take private lessons outside the school. One very small school is partially responsible for the development of two very fine youthful pianists.

At least one school places high value on creative music. From the early years, and through all the years, children are encouraged to make up music and to write it.

Several schools have opportunities to serve the community by singing or playing in programs where they are asked to help entertain. Several also have an opportunity, at special prices, to listen to concert series which are brought to the community. Music festivals—local, regional, and State—hold an important place in some school programs as occasions when the gifted may demonstrate their telents.

Recorded music, too, is enjoyed in the schools. In one there is a "quiet room," where children may go when work is finished to read, rest, or listen to records. Another group observed played records softly during art activities. In one eighth grade, when children were enjoying a "ten minute break," several children put selections on the record player, and the children relaxed and listened with apparent participation. It was late November, and the music was "I'm Dreaming of a White Christmas," and "Small One," a Mexican story.

Art.—In most of these schools, opportunities are provided for children to express through art some of the ideas they are learning, some of the emotions and concepts which stem from their own beings, and to develop a feeling of appreciation for color, form, design, and texture in their own work and the work of others. (121–124, 126–128, 130–132)

Sometimes attempts are made to relate some of the art experiences to

the school experiences or the interests of children. These are usually supplemented by opportunities for individual interests which may or may not be related to other areas of school work. In one small school in which the classroom teacher guides the art experiences, children made stencils for book covers, papier-mache figures of famous people, puppets for a play, finger-painting designs, soap sculpture, and colorful graphs, maps, and notebooks. In another some children decorated curtains with block print designs, applique, and crayons; others were making nail-keg seats for a patio, decorating them with characteristically teen-age symbols and slogans. In a third school children did textile painting, crocheting and knitting, and made puppets and linoleum blocks for Christmas cards. Great fun was enjoyed at Hallowe'en when each brought from home something old from which to make something new to wear for the occasion. The Hallowe'en party, an evening affair, was a great success. Here, as in many other communities, store windows were decorated by students at Hallowe'en.

Other art experiences in evidence in various schools demonstrated that experiments are encouraged. These include pictures done in oils, crayons, pastels, and water colors; pictures using three dimensions and many materials and textures; and mobiles made of wire, cardboard, metal, plastics, and any other materials accessible for the purpose. Many of the motifs are taken from actual observation—trees nearby, people, scenes, or ideas. One principal who has high regard for the value of art experience in the development of boys and girls said, "Much of our art work is related to the social studies and is done in groups—perhaps too much. Children also need opportunity for individual expression. Both are needed for a rich art experience."

Arts and crafts rooms were found in several of the large schools, sometimes adjacent to the shops. Here children experimented with many materials such as metals, leathercraft, basketry, plastics, wood, clay, and some of the modern composition materials. Art experiences sometimes take a very practical turn. In one school the children had helped decorate the lunchroom, in another the shop, and in a third the playroom.

Several years ago a principal in a large junior high school became concerned because he thought children in his school did not have enough opportunity to become acquainted with the work of contemporary artists. He invited artists in that region of the country to send pictures to be exhibited, and they responded enthusiastically. The first exhibit was held by two teachers. The school then asked the local Fine Arts Guild to help with planning the next year's exhibit. As a result, interest has grown until several years later, at the time of this visit, the city, county, and local school board and a nearby college were cooperating in the planning. Nearly a hundred pictures are exhibited annually; some are sold. Townspeople buy many of them, and the school board purchases one or

two from every show for the schools. So important has the exhibit become that provisions have been built in one of the new schools for hanging the show.

LEARNING THROUGH HOMEMAKING AND SHOP EXPERIENCES

In some small and in most larger schools, provision is made for children to have systematic experiences in homemaking and shop, sometimes planning specifically to meet existing needs. In one small school the lone woman teacher helps girls learn how to take showers; how to wash and groom their hair; how to wash, iron, fold, and hang away clothing; how to make aprons—large ones—blouses, slips, skirts, and other simple items. When a child exhibited a newly made apron, with the corner already ripped free from the waistband, the teacher said with a smile, "Now we'll have to learn how to repair it." (134–138)

The school's laundry is used by the girls for their own clothing, and they are welcome also to take care of clothing of younger brothers and sisters. The equipment consists of simple tubs and wash boards as well as electrical washers and dryers. Lessons in dressing, manicuring, and choosing suitable accessories are also provided. Attention to arrangement and decoration of rooms at home waits until the desire is expressed.

Many of the children in this school are not accustomed to eating with forks, so the school bought a dinette set and stainless steel table service. Here they are planning to help children, boys as well as girls, become skilled in "table manners."

That homemaking skills are extending into the community is shown by the fact that women of the community asked to have sewing taught in the adult education program. The teacher for grades seven and eight was approved for the task, and already women are at the machines more hours than are required of them.

The men in the school encourage the boys in taking showers and grooming, and the showers are open also to adults in the community. In addition, boys learn to use tools, and their wood and metal work has been implemented by machinery given to the school by the owners of the major industry in the community. Boys are also taught to mend or rebuild furniture, put in electrical fuses, repair irons, and do other practical household chores.

In another similar school, a very large one, girls are helped in remaking clothing given to their families, in mending clothing of all sorts, and in making and decorating orange-crate furniture to be used in their own homes. They are taught to plan and prepare simple, nutritious, low cost meals. At the time of the visit, a cabin similar to their own homes had just been moved onto the school grounds, and children were being led to plan its adaptation for living.

In another school similar to these, teacher and pupils plan the units of work cooperatively. Each unit is planned around a need or interest of concern to the pupils. One unit dealt with making skirts; a new unit being launched at the time of the visit was "Where do styles come from?" Children were planning to write to editors of fashion magazines to find out.

Here, too, children bring articles of furniture from home to be repaired or upholstered. At the time of the visit these included tables, chairs, of all kinds, stools, ladders, a sofa, and a bed. One boy planned to repair a complete dining set which was sadly in need of it.

Making skirts and aprons is common practice in beginning homemaking in the schools visited. Several teachers said that not only are they attractive and practical activities, but that children can acquire the basic sewing skills as they produced something of value. They learn such things as making simple seams, putting on a skirt band, using a thimble, and operating a sewing machine.

In one large school the special home-making teacher was helping girls understand how patterns are marked. Demonstrating with a pattern and chalkboard, she explained the marks for center of material, dart, tuck, notch, and "place on fold." She showed them how to make the material "grain perfect," and explained the importance of the width of the material, the size of the pattern, and the selection of the "view you wish to follow." Girls were extremely attentive, for on the next day they were to "try out cutting on some inexpensive material."

One school advances from aprons and skirts in grade seven to blouses in grade eight, and children learn to put on a collar and sleeve and to select styles to fit the personality and purpose, considering the color, lines, neckline, fit, and suitability. In another eighth grade class, girls make cotton dresses, and dresses of other materials easy to handle.

Girls in one seventh grade had just completed a unit on child care. This activity was found in several schools in answer to the current opportunities in baby-sitting. One school had organized a bureau of baby-sitters and helped them make plans for their duties. Kits of materials to be used to entertain young children were being discussed at one time.

Food study is limited to girls in most places, although in two schools boys were eager to learn cooking which they could use at camp. Planning and preparing breakfasts occupied the seventh grade girls, most of whom seemed to enjoy the opportunity to learn.

From the curriculum report of one of these schools which uses an integrated curriculum is taken the following explanation:

> Recognizing interests of junior high students, the home arts area offers opportunities for a variety of individual and group experiences which are important to their every-day personal and home living. For example, within the broad area of home arts, students may have experiences with problems in three main areas:

clothing, foods, and home living. The students plan with the teacher what specific problems are of immediate interest and importance for study, set up objectives, organize work, use all resources available for solving the problems, and evaluate progress which has been made.

The following examples may suffice to illustrate the broadness of the home arts program. Opportunities are offered for students to grow in personal-social development through the study of how to make themselves attractive, how to act in social situations, how to give parties, and how to become responsible, happy members of the family.

In the foods area, students may learn basic facts concerning adequate foods, to prepare simple foods, set the table, how to prepare and serve a meal, and how to prepare and serve refreshments for parties and special occasions. In the foods laboratory, all hands may be active which is not only desirable for students of this age, but usually proves to be a most enjoyable experience. Activities are planned for both group and individual work.

Most girls as well as some of the boys are keenly interested in the experiences available in the clothing area. They desire to make something quickly to prove their ability to create without too many intermediate steps. Just being able to say, "See what I have made" gives the junior high student confidence in his own ability which is important in developing toward more self-direction, as well as independence.

Home arts can make an important contribution to the total school program by working with the core program of the school, since many of the objectives set up for core experiences are similar to those ususally found in the home arts program. For example, a core unit on "Personality and Appearance" would find the home arts instructor helping with the initial planning, then acting as a resource person as the unit progressed.

During core time students frequently use the laboratory facilities of the home arts department for such activities as planning and preparing refreshments for parties, making costumes, etc.

In order for the home arts instructor to work effectively with the core program she must have a good understanding of its objectives, as well as the core teachers being aware of the contributions the home arts area can make to their program.

In the upper school, grades ten, eleven, and twelve, the program is similar to that planned for the junior high, except more emphasis is placed on understanding of values which are important for happy personal and home living and the development of necessary skills to obtain these values.

In addition to help given by the home arts area to the core program and other special areas, students may elect home arts for one hour five days a week for the entire year. This election is possible for all three years of the upper school.

From the outlines of another school, which also uses an integrated curriculum, in the unit "Understanding Myself" children in Homemaking consider the following problems and, through discussions, arrive at some suggestions:

1. What can I do to help make my house clean and attractive?
2. What can I do to improve my ability to get along with others?
3. What can I learn about food that will enable me to help my mother more in the kitchen?

In one community in a new school which was planned to house seventh and eighth graders, classes are with one teacher the entire day. Portable

equipment has been designed so that all activities may be within the classroom and integrated wherever possible with on-going study. Sinks and work surfaces are installed permanently, and a carpenter's bench is in the patio belonging to each room; a portable stove, a portable cooking unit, a sewing unit on wheels, and a portable tool unit are among units to be "on call when needed." The school "Provides opportunities for all who are interested to plan, cook and serve balanced meals for families, to prepare for large parties, to learn to sew, to plan the buying of clothing, to learn to administer first aid, to fix and tinker, to baby-sit, to think about and explore possibilities for a life's job. We plan to let them do difficult things but at their own pace," said one male staff member.

Equipment and experience in shop extend from the opportunities available in a situation where there is only a carpenter's bench or table and a few basic tools brought in by the teacher or children to extensive equipment and experiences designed to help children become familiar with materials and processes used in the work-a-day world. The school just described makes available to every room a carpenter's bench and hand tools. The staff is experimenting to see what else is needed by the children at this age level.

One large city school system offers woodwork and mechanical drawing in the seventh year and options on printing, woodwork, metal, or plastics in the eighth. Another offers metal and woodwork in the seventh year, and woodturning and metal or woodwork in the eighth. Boys acting as foremen give out and replace the tools, examine them for signs of correct or rough usage, and organize for shop "housekeeping."

In one much "underprivileged" school, a staff member actually repairs children's and adult's shoes at no cost and teaches the older children how to make such repairs. To become proficient, he has secured the aid of the village shoemaker.

Whatever the offering, so close to children's interests and needs are these activities in homemaking and shop, and especially in the latter, that school administrators commonly say, "There are no discipline problems in there. Even the troublesome children cause no trouble in that activity."

Chapter Five:

Relationships of Parents, Schools, and Communities

I. *Parents and schools*

IN ALMOST ALL of these schools, administrators and teachers expressed the belief that parents have a real responsibility for the education of their children, and explained how they found ways of keeping parents informed about their children and about the school program. (25, 26, 29, 139-144)

Many of the schools in which children in seventh and eighth grades are separated from the lower grades produce handbooks for parents to help them understand the school and sometimes to help them understand their pre-teen or young teen-age children. Through a handbook one large school encourages parents to continue the contacts they had with the schools in previous years and explains the ways in which the schools try to make the program continuous for children. It then explains the curriculum offerings, the daily program, the homeroom, the lunch period, the plan for instrumental music instruction, the testing program, the method by which students are placed in groups, the report card, the honor roll reports, the occasional report, and the ways through which parents may report back to the school. The program of activities is explained with care, the importance of home work requirements and study habits clarified, and many other details of the school described. Other handbooks follow much this same pattern.

A handbook from a well-known school not included in the study attempts, through cartoons and informal writing, to help parents see the characteristics of the children that will be unfolding in the next few years and the program of education the school has developed to meet these characteristics and needs.

Several schools use a letter to parents at the beginning of the seventh grade to accomplish the same purpose. One includes an explanation of subjects offered; homework responsibilities, supplies needed; lockers; attendance, absence, and tardiness routines; school lunch; and streetcar passes.

Reports and conferences are commonly used as a means of helping parents keep in touch with their child's progress and of helping both the

parents and teacher better understand the child. The first conference customarily is placed early in the year, sometimes after school and sometimes on released time. In one school a series of thirty-five minute conferences begins about October first at the parents' convenience, and it includes the parents, the child, and the teacher. The procedure is "to build confidence and then attack the problems." It requires about two months to confer with all parents. After that conferences are held only on the request of parents or teachers. In several schools conferences are held once a month on released time, usually provided by closing schools for two half-days or a whole day. One school provides for mothers who work out of the home to come after they have finished work, and the teachers go to the homes when parents cannot be reached by these plans.

Most of the schools send home periodic reports on personality items and scholarship achievements. One school finds it "very helpful" for the parent and teacher to sit down together to fill out a report for the child concerned. This is done once during the year for all parents. Several are substituting conferences for reports for the period when the former are held, and at least one school is experimenting with depending entirely upon conferences, with all records retained at school and available during the meeting. Wherever guidance specialists are present in the school, they are included in conferences if it is possible to do so.

Although schools generally have afternoon programs for parents which most mothers are able to attend, some plan evening programs when fathers may also come. One school plans an evening when parents as a group may meet the teacher of their child, "not about the child, but about the program." Many have a Parents' Night when parents may visit the school and have opportunity to talk individually with the teacher. Open House was held at Christmas time in one school. Family Night is a feature in another. On this occasion boys and girls bring their parents, and they "play games, square dance, and have refreshments." This school also has Parents' Night when parents come without the children to "play and have fun." One school had made slides of "A Day In Our School" especially to show to their parents.

Parents also do many things to help the schools. They are of assistance in many lunch programs—sometimes in giving leadership in its beginning stages, sometimes in contributing equipment, sometimes in preparing the food, and sometimes in hostessing in the lunchrooms. In one school parents held a turkey dinner on Hallowe'en night, feeding 1,100 people. Each classroom had a carnival. Women and men entered the fun with their children, men hilariously washing dishes with their sons helping.

Many schools have parent-teacher organizations, sometimes known as the PTA and sometimes by some other name. One such group contributed a television set to the school, and it is not unusual to find them contributing band uniforms, musical instruments, dancing lessons, and

helping in many other ways. In one school PTA meetings were found to be much too long. The principal encouraged the group to limit business to one-half hour, to announce the discussion theme, to discuss it briefly in the large group, and then to permit the members to go to their children's classrooms to discuss it further with the teacher. When this plan was carried out for the first time, the theme was "The Three R's." Parents were enthusiastic about the results and wanted "a repeat number."

II. *Schools and the community*

In many schools there was awareness throughout that schools are part of the community. Activities which relate the school to the community include those which extend the school curriculum into the community, those which coordinate the services of the community to meet needs of children, and those in which the community makes use of school facilities to meet its own needs. (50, 145–150)

Specific examples have already been reported to show how, through trips, interviews, and other activities, these schools use the resources of the community to extend the learning of children. Through school-community councils, school representation on Social Welfare Councils, and Central Committees which plan for the total well-being of children—as well as through informal and less organized relationships—the services which children need are often coordinated.

One school reported a Central Committee made up of representatives from the community who, among other duties, studied the opportunities needed and provided for all the people of the community in health and sanitation, safety, music, and art. Another small school reported that a school-community council has made a study of "what we think the school will look like in ten years." Four committees have been organized—one on Curriculum "to try to integrate it into the lives of people," one on School and Community Health, one on Buildings and Grounds, and one on Adult Education.

In explaining the source of certain activities, one principal said, "We have a Boosters' Club in the PTA. Whatever they decide is good for our children to do, we do." In another school it was called to attention that the principal is a member of the Social Welfare Council. At the time of the visit, a special study was being made of "How the Needs of Children May Be Met by Cooperation." In another city, the principals and supervisors are members of the Council of Social Agencies and attend all meetings.

School facilities are used by the community in many ways and in varying degrees. The commonest use is that of the gymnasium; in one school the library is used two evenings a week; and in another parents keep the school library open for children to use several evenings a week.

One new school having grades one through eight has been planned to serve as a community center in many ways. Situated centrally, it has a large playing space which extends into fields and forest. The playground is used after school, evenings, weekends, and during the summer. Out-of-school activities are supervised cooperatively by the school, the PTA, and other community groups. The Scouts have camped there, and walking trails have been developed in the woods. The school expects to develop a camping program for all children.

In another school for grades seven through twelve in a relatively rural area is an extensive community-school program. It was reported that the school is used in evenings by the following county and village groups:

County Dairy Herd Improvement Association
Farm Bureau
American Legion
Homemakers' Club
Camp Fire Girls
A large cooperative
Milk Producers Association
Grange
Eastern Star
4-H Clubs
Boy Scouts
Music Boosters

It is also used for Evening School classes in Agriculture for young People, Agriculture for Older People, Homemaking, Ceramics, Drapery, Typing, and any other classes for which there are 15 applicants. The gymnasium is used for an intramural program for the high school graduates, a group ranging from 20 to 35 years of age, for village basketball, for young married couples' volley ball, for boy scouts and for a dart ball league.

In this school there are pre-school conferences held in the school building for all related elementary schools, and the cafeteria is used for large banquets. Library books are stationed out in homes over the county; during Book Week the librarian and principal tour all elementary "feeder" schools, those whose children will eventually attend this central school, showing the new books. The school also prepares and sends hot lunches to all "feeder" schools.

Appendix:

Somes Aspects Which Give Concern

NO MATTER how well schools are operated, and no matter how well teachers teach, there seem always to be some elements which give concern. Discussion with administrators, teachers, and parents revealed some of these. Requests for assistance through exchange of ideas or through planned research were numerous and sincere. Some areas of concern are listed here.

I. *Concerns expressed by administrators.*

A. To provide better continuity of experience for children. Specific questions raised were:

1. What is the place of seventh and eighth grades in the pattern of the total school?
2. How should the work and other experiences of these grades be determined?

B. To develop programs in physical education and sports in keeping with what is known about the physical growth characteristics of children in these grades. Specific questions were:

1. Are interscholastic competitive sports desirable?
2. If not, what leadership techniques are being used to secure agreements on a more desirable program of athletics in the local community and in the region?

C. To provide better social-emotional development for all children. Specific questions were:

1. How should guidance services be organized to benefit all children?
2. How can every child be assured of a sympathetic hearing and understanding consideration of his problems and needs?
3. How can the psychological and psychiatric help which some children need be secured when it is needed and for as long as it is needed?
4. What can be done to help all teachers learn to use the skills now known to bring about good guidance?
5. How can schools provide opportunities in these grades which will meet the needs of all children for good social living without overstimulating some children? How many dances and parties should there be? How can children from lower income brackets be included? When undue emphasis is placed on parties and dances, what other activities might introduce variety?

D. To improve the curriculum so that every child has opportunity to learn what is best for him to learn. Specific questions were:

1. Is an integrated program better than one in which all subjects are taught separately?
2. Where can teachers be secured who understand how to function in a school which operates, or wishes to operate, an integrated program?
3. Can certification be broadened to permit teachers to work in integrated curriculums?
4. How can provision be made for individual interests and abilities? In reading? In arithmetic? In other academic work? In hobbies and vocational interests?
5. How can the small school provide a curriculum broad enough for all its children?
6. How can children especially in grades seven through twelve, who are housed in a large school with limited facilities, be given sufficient use of the facilities to make possible a good program for them?

II. *Concerns expressed by teachers.*

A. To secure better intercultural relations in the school and class.

B. To cope with the problem of individual differences, especially in classes dependent more or less on reading.

C. To protect children from too great pressure for standards they cannot achieve.

III. *Concerns expressed by parents.*

Parents, not always of highly successful children, expressed faith in and even affection for the schools their children attended. Few concerns were expressed, but here and there were mentioned such problems as the following:

A. "Is there too much social activity in the school and community combined for our children? ("Between that and homework, we find it hard to have enough time with our children.")

B. Can homework be managed so that children do not have such heavy loads at home?

C. Can schools and parents work together to develop reports to parents which will tell parents what they want to know, and at the same time keep all children doing the best they can?

D. How can the schools be helped to continue doing the good job they are now doing?

Bibliography

Looking at boys and girls in grades seven and eight

1. Ahrens, Maurice R., *and Others. Physiological Aspects of Child Growth and Development.* Washington, D. C., Commission on Teacher Education, American Council on Education, 1941. 22 p.

2. Atkin, Edith Lesser. *Aggressiveness in Children.* New York, The Child Study Association of America, 1950. 32 p.

3. Barker, Roger Garlock, *and Others. Child Behavior and Development, A Course of Representatives Studies.* New York, McGraw Hill Book Co., 1943. 652 p.

4. Blair, Arthur Witt *and* Burton, William H. *Growth and Development of the Preadolescent.* New York, Appleton-Century-Crofts, Inc., 1951. 221 p.

5. Breckenridge, Marian E. *Child Development; Physiological and Psychological Growth Through the School Years.* Philadelphia, W. B. Saunders Co., 1943. 592 p.

6. Davis, Allison, *and* Havighurst, Robert J. *Father of the Man.* Boston, Houghton-Mifflin Co., 1947. 245 p.

7. Garrison, Karl C. *The Psychology of Adolescence.* New York, Prentice-Hall, Inc., 1946. 355 p.

8. Havighurst, Robert J. *and* Taba, Hilda. *Adolescent Character and Personality.* New York, John Wiley and Sons, 1949. 315 p.

9. ——— *Human Development and Education.* New York, Longmans, Green, and Co., 1953. 338 p.

10. Jersild, Arthur Thomas, *and Others. Children's Fears, Dreams, Wishes, Daydreams, Likes, Dislikes, Pleasant and Unpleasant Memories.* New York, Teachers College, Columbia University, 1933. 172 p.

11. Jones, Harold E. *Development in Adolescence.* New York, D. Appleton-Century Co., Inc., 1943. 166 p.

12. Keliher, Alice. *Life and Growth.* New York, D. Appleton-Century Co., 1938. 245 p.

13. LEWIS, GERTRUDE M. *About Children in Grades Seven and Eight.* Washington, U. S. Government Printing Office, 1952. (U. S. Department of Health, Education, and Welfare, Office of Education, Selected Reference No. 21.) 16 p.

14. ———. *Characteristics of Seventh and Eighth Grade Children and School Programs for Them.* Washington, U. S. Government Printing Office, 1950. (U. S. Department of Health, Education, and Welfare, Office of Education, Education Brief No. 18.) 13 p.

15. MEEK, LOUIS HAYDEN. *The Personal-Social Development of Boys and Girls with Implications for Secondary Education.* New York, Progressive Education Association, 1940. 243 p.

16. NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. *Forty-Third Yearbook. Part I: Adolescence.* Chicago, University of Chicago Press, 1944. p. 198–216.

17. OHIO STATE UNIVERSITY. *How Children Develop.* University School Series No. 3., Columbus, Ohio State University, 1946. 79 p.

18. OLSON, WILLARD C. *Child Development.* Boston, D. C. Heath and Co., 1949. 417 p.

19. PLANT, JAMES S. "The Problems of Older Children in Personality Adjustment." *In A Report of the National Conference for Social Work.* Atlantic City, New Jersey, Atlantic City Press, 1941. p. 377–386.

20. SEGEL, DAVID. *Frustration in Adolescent Youth.* Washington, U. S. Government Printing Office, 1951. (U. S. Department of Health, Education, and Welfare, Office of Education, Bulletin 1951, No. 1.) 65 p.

21. ———. *Intellectual Abilities in the Adolescent Period.* Washington, U. S. Government Printing Office, 1948. (U. S. Department of Health, Education, and Welfare, Office of Education, Bulletin 1948, No. 6.) 41 p.

22. THOM, DOUGLAS A. *Guiding the Adolescent.* Washington, U. S. Government Printing Office, 1946. (U. S. Department of Health, Education, and Welfare, Children's Bureau, Publication 225.) 83 p.

23. THOMASSON, CECIL W. *A Study of the Interests of Junior High School Students.* Nashville, Tennessee, George Peabody College for Teachers, 1940. (Abstract of an unpublished doctoral dissertation.) 7 p.

24. TRYON, CAROLINE M. "The Adolescent Peer Culture." *In* National Society for the Study of Education. *Forty-Third Yearbook. Part I: Adolescence.* Chicago, University of Chicago Press, 1944. p. 217–239.

804418°—54——7

Looking at some demands and hopes which society holds for children in grades seven and eight and at some experiences of children

25. American Council on Education's Commission on Teacher Education. *Helping Teachers Understand Children.* Washington, D. C., American Council on Education, 1945. 468 p.

26. Bacmeister, Rhoda W. *All in the Family.* New York, Appleton-Century-Crofts, Inc., 1951. 298 p.

27. Bossard, James H. S. *and* Boll, Eleanor S. *Ritual in Family Living.* Philadelphia, University of Pennsylvania Press, 1950. 228 p.

28. Brickner, Ruth. "Adolescent Rivalries." *Child Study*, 23:110–112, Summer 1946.

29. Brown, Francis J. *The Sociology of Childhood.* New York, Prentice-Hall, Inc., 1939. 498 p.

30. Cutts, Norma E. *Better Home Discipline.* New York, Appleton-Century-Crofts, Inc., 1952. 314 p.

31. Educational Policies Commission, National Education Association. *The Purposes of Education in American Democracy.* Washington, D. C., National Education Association, 1938. 157 p.

32. Hayes, Margaret Louise. *A Study of Classroom Disturbances of Eighth Grade Boys and Girls.* New York, Teachers College, Columbia University, 1943. (Contributions to Education No. 871.) 139 p.

33. Newman, Frances B., *and* Jones, Harold. *The Adolescent in Social Groups.* Stanford University, California, Stanford University Press, 1946. 94 p.

34. U. S. Department of Labor. *State Child Labor Standards.* Washington, U. S. Government Printing Office, 1946. (Child Labor Series No. 2.) 182 p.

Some commonly found qualities of schools which are trying to meet the needs of seventh and eighth grade children

35. Association for Supervision and Curriculum Development. *Creating a Good Environment for Learning.* Washington, D. C., National Education Association, 1954. 307 p.

36. Association for Supervision and Curriculum Development. *Instructional Leadership in Small Schools.* Washington, D. C., National Education Association, 1951. 88 p.

37. ———. *Toward Better Teaching.* Washington, D. C., National Education Association, 1949. 282 p.

38. Bathurst, Effie *and Others. The Place of Subjects in the Curriculum.* Washington, U. S. Government Printing Office, 1949. (U. S. Department of Health, Education, and Welfare, Office of Education, Bulletin 1949, No. 12.) 33 p.

39. Bathurst, Effie. *Where Children Live Affects Curriculum.* Washington, U. S. Government Printing Office, 1949. (U. S. Department of Health, Education, and Welfare, Office of Education, Bulletin No. 5.) 77 p.

40. Baxter, Bernice, *and* Cassidy, Rosalind. *Group Experience, the Democratic Way.* New York, Harper and Bros., 1943. 218 p.

41. ——— *and Others. The Role of Elementary Education.* Boston, D. C. Heath and Co., 1953. 374 p.

42. Blitzer, Clara F. *and* Ross, Donald H. *The Right School.* New York, Metropolitan School Study Council, (515 West 120th St. 1951). 84 p.

43. Cooper, Dan H., *and* Peterson, Orville E. *Schools for Young Adolescents.* Chicago, University of Chicago Press, June 1949. 110 p.

44. Educational Policies Commission. *Education for All American Children.* Washington, D. C., National Education Association, 1948. 292 p.

45. Jones, Galen, *and* Gregory, R. W. *Life Adjustment Education for Every Youth.* Washington, U. S. Government Printing Office, 1951. (U. S. Department of Health, Education, and Welfare, Office of Education, Bulletin 1951, No. 22.) 108 p.

46. Mackintosh, Helen K. *and Others. Schools at Work in 48 States.* Washington, U. S. Government Printing Office, 1952. (U. S. Department of Health, Education, and Welfare, Office of Education, Bulletin 1952, No. 13.) 138 p.

47. Martens, Elise. *Curriculum Adjustments for the Mentally Retarded.* Washington, U. S. Government Printing Office, 1950. (U. S. Department of Health, Education, and Welfare, Office of Education, Bulletin 1950, No. 2.) 100 p.

48. ———. *Curriculum Adjustments for Gifted Children.* Washington, U. S. Government Printing Office, 1946. (U. S. Department of Health, Education, and Welfare, Office of Education, Bulletin 1946, No. 1.) 82 p.

49. Noar, Gertrude. *The Junior High School, Today and Tomorrow.* New York, Prentice-Hall, Inc., 1953. 373 p.

50. Olsen, Edward G. *The Modern Community School.* New York, Appleton-Century-Crofts, Inc., 1953. 246 p.

51. SHANE, HAROLD G. *The American Elementary School.* New York, Harper and Bros., 1953. 434 p.

52. SMITTER, FAITH. *Experiences, Interests, and Needs of Eighth Grade Farm Children in California.* Sacramento, Bulletin of the State Department of Education, Vol. XX, July 1951, No. 5. 85 p.

53. SOUTHERN ASSOCIATION'S COOPERATIVE STUDY IN ELEMENTARY EDUCATION. *Evaluating the Elementary School, A Guide for Cooperative Study.* Atlanta, Georgia, Southern Association of Colleges and Secondary Schools, 1951. 325 p.

54. WOFFORD, KATE. *Teaching in Small Schools.* New York, The Macmillan Co., 1949. 399 p.

Organization of Schools

55. BATHURST, EFFIE *and Others. Organization and Administration of Elementary Education in 100 Cities.* Washington, U. S. Government Printing Office, 1949. (U. S. Department of Health, Education, and Welfare, Office of Education. Bulletin 1949, No. 11.) 84 p.

56. FITZWATER, C. O. *Educational Change in Reorganized School Districts.* Washington, U. S. Government Printing Office, 1953. (U. S. Department of Health, Education, and Welfare, Office of Education, Bulletin 1953, No. 4.) 53 p.

57. GAUMNITZ, WALTER *and* HULL, J. DAN. *Junior High Schools Versus the Traditional (8–4) High School Organization.* Washington, National Association of Secondary-School Principals, National Education Association, 1953, Vol. 38, No. 201. Reprint from *The Bulletin.* P. 112–121.

58. TAYLOR, JAMES L. *and Others. Designing Elementary Classrooms.* Washington, U. S. Government Printing Office, 1953. (U. S. Department of Health, Education, and Welfare, Office of Education, Special Publication No. 1, 1953.) 55 p.

Health, Physical Education, and Recreation

59. AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION. *Desirable Athletic Competition for Children.* Washington, D. C. National Education Association, 1952. 46 p.

60. AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS. *Health in Schools.* Washington, D. C. National Education Association, 1951. 477 p.

61. The Athletic Institute. *Physical Education for Children of Elementary School Age.* Chicago, The Institute, 1951. 47 p.

62. Children's Bureau, Office of Education, *and* Public Health Service. *Priorities in Health Services for Children of School Age.* Washington, U. S. Government Printing Office, 1949. (U. S. Department of Health, Education, and Welfare, 1949.) 24 p.

63. Hussey, Delia *and Others. Children in Focus.* Washington, D. C., American Association for Health, Physical Education, and Recreation, National Education Association, 1954. 288 p.

64. Jeffers, M. K. *State Provisions for School Lunch Programs, Laws, and Personnel.* Washington, U. S. Government Printing Office, 1952. (U. S. Department of Health, Education, and Welfare, Office of Education, Bulletin 1952, No. 4.) 40 p.

65. McNeely, Simon *and* Schneider, Elsa. *Physical Education in the School Child's Day.* Washington, U. S. Government Printing Office, 1950. (U. S. Department of Health, Education, and Welfare, Office of Education, Bulletin 1951, No. 14.) 94 p.

66. National Council of Chief State School Officers. *School Health Services.* Washington, D. C. National Education Association, 1951. 51 p.

67. The National Elementary Principal. *Health in the Elementary School.* Washington, D. C., National Education Association, 1950. (Vol. XXX, No. 1.) 383 p.

68. Neilson, N. P. *and* Van Hagen, Winifred. *Physical Education for Elementary Schools.* New York, A. S. Barnes and Co., 1954. 552 p.

69. Schneider, Elsa *and* McNeely, Simon. *Teachers Contribute to Child Health.* Washington, U. S. Government Printing Office, 1951. (U. S. Department of Health, Education, and Welfare, Office of Education, Bulletin 1951, No. 8.) 44 p.

70. Wilson, Charles C. *and Others. School Health Services.* Washington, D. C., American Association for Health, Physical Education, and Recreation, National Education Association, 1953. 486 p.

Social Emotional Development

71. Axline, Virginia Mae. *Play Therapy—The Inner Dynamics of Childhood.* Boston, Houghton Mifflin Co., 1947. 379 p.

72. Cunningham, Ruth *and Others. Understanding Group Behavior of Boys and Girls.* New York, Bureau of Publications, Teachers College, Columbia University, 1951. 446 p.

73. DAVIDOFF, EUGENE *and* NOETZEL, ELINOR S. *Child Guidance Approach to Juvenile Delinquency.* New York, Child Care Publications, 1951. 173 p.

74. DETJEN, ERVIN WINFRED *and* DETJEN, MARY FORD. *Elementary School Guidance.* New York, Prentice-Hall, Inc., 1950. 791 p.

75. HILL, ARTHUR S. *and Others. Schools Face the Delinquency Problem.* Washington, D. C., National Association of Secondary-School Principals, National Education Association, 1953. (Vol. 37, No. 198.) (Reprinted from *The Bulletin.*) P. 181–221.

76. JENNINGS, HELEN H. *Sociometry in Group Relations.* Washington, D. C., American Council on Education, 1949. 85 p.

77. MOUSTAKAS, CLARKE E. *Children in Play Therapy.* New York, McGraw-Hill Book Co., Inc., 1953. 218 p.

78. NATIONAL EDUCATION ASSOCIATION, Research Division. *Schools Help Prevent Delinquency.* Washington, D. C., The Association, October 1953. (Research Bulletin 31.) 131 p.

79. TABA, HILDA. *Curriculum in Intergroup Relations, Secondary Schools.* Washington, D. C., American Council on Education, 1950. 168 p.

80. ———. *Elementary Curriculum in Intergroup Relations.* Washington, D. C., American Council on Education, 1950. 248 p.

81. WEITZMAN, ELLIS. *Guiding Children's Social Growth.* Chicago, Science Research Associates, Inc., 1951. 49 p.

Integrated Programs

82. ALBERTY, HAROLD. *Reorganizing the High School Curriculum.* New York, Macmillan Co., 1953. 560 p.

83. HARAP, HENRY. *Social Living in the Curriculum.* Nashville, Tennessee, George Peabody College for Teachers, 1952. 134 p.

84. MUDD, DOROTHY. *A Core Program Grows.* Bel Air, Maryland, Board of Education of Harford County, 1949. 138 p.

85. WRIGHT, GRACE S. *Core Curriculum Development, Problems, and Practices.* Washington, U. S. Government Printing Office, 1952. (U. S. Department of Health, Education, and Welfare, Office of Education, Bulletin 1952, No. 5.) 104 p.

Reading

86. ADAMS, FAY *and Others. Teaching Children To Read.* New York, Ronald Press Co., 1949. 525 p.

87. Broom, M. E., *and Others. Effective Reading Instruction.* New York, McGraw-Hill Book Co., Inc., 1952. 499 p.

88. Carter, Homer L. *Learning To Read.* New York, McGraw-Hill Book Co., Inc., 1953. 214 p.

89. Fernald, Grace M. *Remedial Techniques in Basic School Subjects.* New York, McGraw-Hill Book Co., Inc., 1943. p. 167–169.

90. Henry, Nelson B., *ed.* National Society for the Study of Education. *Forty-Eighth Yearbook, Part II: Reading in the Elementary School.* Chicago, University of Chicago Press, 1949. 343 p.

91. Mackintosh, Helen K. *How Children Learn To Read.* Washington, U. S. Government Printing Office, 1952. (U. S. Department of Health, Education, and Welfare, Office of Education, Bulletin 1952, No. 7.) 16 p.

92. Russell, H. David *and* Karp, Etta E. *Reading Aids Through the Grades.* New York, Teachers College, Columbia University, 1951. 120 p.

93. Taba, Hilda *and Others. Literature for Human Understanding.* Washington, D. C., American Council on Education, 1948. 61 p.

94. ——— *Reading Ladders for Human Relations.* Washington, D. C., American Council on Education, 1949. 115 p.

95. Witty, Paul. *Reading in Modern Education.* Boston, D. C. Heath and Co., 1949. 319 p.

96. Woody, Clifford. *Reading Interests of Pupils in the Public Schools of Michigan.* Ann Arbor, University of Michigan. (Bulletin No. 158.) 151 p.

Language Arts

97. Association for Childhood Education International. *Children and TV.* Washington, D. C., The Association (1200 15th St. NW.), 1954. 40 p.

98. Commission on the English Curriculum of the National Council of Teachers of English. *The English Language Arts.* New York, Appleton-Century-Crofts, Inc., 1952. (Vol. I. 501 p.) (Vol. II, *Language Arts for Today's Children.*)

99. Ferebee, June *and Others. They All Want To Write.* New York, The Bobbs-Merrill Co., 1939. 190 p.

100. Strickland, Ruth G. *The Language Arts in the Elementary School.* Boston, D. C. Heath and Co., 1951. 357 p.

101. Tidyman, W. F. *and* Marguerite Butterfield. *Teaching the Language Arts.* New York, McGraw-Hill Book Co., Inc., 1951. 433 p.

Arithmetic

102. Association for Supervision and Curriculum Development. *The Three R's in the Elementary School.* Washington, D. C., National Education Association, 1952. 152. p.

103. Bathurst, Effie. *How Children Use Arithmetic.* Washington, U. S. Government Printing Office, 1951. (U. S. Department of Health, Education, and Welfare, Office of Education, Bulletin 1951, No. 7.) 13 p.

104. Brown, Kenneth E. *Mathematics in Public High Schools.* Washington, U. S. Government Printing Office, 1953. (U. S. Department of Health, Education, and Welfare, Office of Education, Bulletin 1953, No. 5.) 47 p.

105. ——— *and* Johnson, Philip G. *Education for the Talented in Mathematics and Science.* Washington, U. S. Government Printing Office, 1952. (U. S. Department of Health, Education, and Welfare, Bulletin 1952, No. 15.) 34 p.

106. Bruecker, L. J. *and* Grossnickle, Foster E. *How to Make Arithmetic Meaningful.* Philadelphia, The John C. Winston Co., 1947. 513 p.

107. Glennon, U. J. *and* Hunnicutt, C. W. *What Does Research Say About Arithmetic?* Washington, D. C., Association for Supervision and Curriculum Development, National Education Association, 1952. 45 p.

Social Studies and Citizenship

108. Aldrich, Julian C. *and Others. Social Studies for Young Adolescents.* Washington, D. C., National Council for the Social Studies, 1951. (Curriculum Series No. 6.) 87 p.

109. Carpenter, Helen McCracken *and Others. Skills in Social Studies.* Washington, D. C., National Council for the Social Studies, 1953. 282 p.

110. Commission on Educating for American Citizenship. *Educating for American Citizenship.* Washington, D. C. American Association of School Administrators, National Education Association, 1954. 613 p.

111. Michaelis, John. *Social Studies for Children in a Democracy.* New York, Prentice-Hall, 1950. 466 p.

112. Preston, Ralph C. *Teaching Social Studies in the Elementary School.* New York, Rinehart and Co., 1950. 337 p.

113. Stratemeyer, Florence *and Others. Developing a Curriculum for Modern Living.* New York, Teachers College, Columbia University, 1947. 558 p.

Science

114. Blackwood, Paul E. *How Children Learn To Think.* Washington, U. S. Government Printing Office, 1948. (U. S. Department of Health, Education, and Welfare, Office of Education, Bulletin 1951, No. 10.) 19 p.

115. Blough, Glenn *and* Blackwood, Paul. *Science Teaching in Rural and Small Town Schools.* Washington, U. S. Government Printing Office, 1948. (U. S. Department of Health, Education, and Welfare, Office of Education, Bulletin 1949, No. 5.) 55 p.

116. ——— *and* Huggett, Albert. *Elementary-School Science and How To Teach It.* New York, The Dryden Press, 1951. 532 p.

117. ——— *and* Campbell, Marjorie H. *Making and Using Classroom Science Materials in the Elementary School.* New York, The Dryden Press, 1954. 229 p.

118. ——— *and* Huggett, Albert. *Methods and Activities in Elementary School Science.* New York, The Dryden Press, 1951.

119. Burnett, R. Will. *Teaching Science in the Elementary School.* New York, Rinehart and Co., Inc., 1953. 541 p.

120. Craig, Gerald S. *Science for the Elementary-School Teacher.* New York, Ginn and Co., 1947. 561 p.

121. Palmer, E. Laurence. *Fieldbook of Natural History.* New York, McGraw-Hill Book Co., Inc., 1949. 664 p.

Music and art

122. Burger, Isabel. *Creative Play Acting.* New York, A. S. Barnes and Co., 1950. 199 p.

123. Caswell, Hollis L. *Education in the Elementary School.* New York, American Book Co., 1950.

124. D'Amico, Victor. *Creative Teaching in Art.* Scranton, Pa., International Textbook Co., 1942. 261 p.

125. Faulkner, Ray *and Others. Art Today.* New York, Henry Hall and Co., 1949. 519 p.

126. Fox, Lillian Mohr *and* Hopkins, L. Thomas. *Creative School Music.* New York, Silver Burdett Co., 1936. 326 p.

127. Landis, Mildred. *Meaningful Art Education.* Peoria, Illinois, Charles A. Bennett Co., Inc., 1951. 185 p.

128. Lowenfeld, Viktor. *Creative and Mental Growth.* New York, The Macmillan Co., 1949. 304 p.

129. Murray, Ruth L. *Dance in Elementary Education.* New York, Harper and Bros., 1953. 342 p.

130. Mursell, James L. *Music and the Classroom Teacher.* New York, Silver Burdett Co., 1951.

131. Pearson, Ralph M. *The New Art Education.* New York, Harper and Bros., 1953. 272 p.

132. Read, Herbert. *Education Through Art.* New York, Pantheon Books, 1945. 320 p.

133. Schultz, Harold A. *and* Shores, J. Harlan. *Art in the Elementary School.* Urbana, University of Illinois, 1948. (University of Illinois Bulletin, Vol. 46, No. 16. October 1948.) 102 p.

Homemaking

134. Goodykoontz, Bess *and* Coon, Beulah I. *Family Living in Our Schools.* New York, D. Appleton-Century Co., 1941. 468 p.

135. Lee, Ata. *Space and Equipment for Homemaking.* Washington, U. S. Government Printing Office, 1950. (U. S. Department of Health, Education, and Welfare, Office of Education, Division of Vocational Education, Home Economics Education Branch.) 72 p.

136. National Association of Secondary School Principals. *Home Economics in the Secondary School,* 37: 1–124, October 1953.

137. Office of Education. *Home, School, and Community Experiences in the Homemaking Program.* Washington, U. S. Government Printing Office, 1953. (U. S. Department of Health, Education, and Welfare, Office of Education, Vocational Division Bulletin No. 252, 1953.) 69 p.

138. ———. *Home Economics for Boys and Girls in 7th, 8th, and 9th Grades.* Washington, U. S. Government Printing Office, 1952. (U. S. Department of Health, Education, and Welfare, Office of Education, Division of Vocational Education, Home Economics Education Branch.) 49 p.

Parents and schools

139. Association for Supervision and Curriculum Development. *Forces Affecting American Education.* Washington, D. C., National Education Association, 1953. 209 p.

140. Davis, Allison, *and Others. What Parents Should Know.* Chicago, The University of Chicago Press, 1948. (No. 527.) 30 p.

141. Gabbard, Hazel. *Working With Parents.* Washington, U. S. Government Printing Office, 1948. (U. S. Department of Health, Education, and Welfare, Office of Education, Bulletin 1948, No. 7.) 46 p.

142. Hymes, James L. *Effective Home-School Relations.* New York, Prentice-Hall, 1953. 264 p.

143. ———. *Understanding Your Child.* New York, Prentice-Hall, 1952. 188 p.

144. Strang, Ruth. *Helping Children Solve Problems.* Chicago, Science Research Associates, Inc., 1953. 48 p.

School and community

145. Board of Education of the City of New York. *Bridges Between the School and the Community.* New York, The Board, 1949. 79 p.

146. Clapp, Elsie R. *The Use of Resources in Education.* New York, Harper & Bros., 1952. 174 p.

147. Havighurst, R. J. *A Community Youth Development Program.* The Youth Development Series, No. 1., Monograph No. 75, Chicago, The University of Chicago Press, 1952. 59 p.

148. YEAGER, W. A. *School-Community Relations.* New York, The Dryden Press, 1951. 464 p.

149. ROBINSON, THOMAS E. *and Others. It Starts in the Classroom.* Washington, D.C., National School Public Relations Association, National Education Association, 1951. 65 p.

150. NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. *Fifty-Third Yearbook, Part I: Citizen Cooperation for Better Public Schools.* Chicago, University of Chicago Press, 1954. 304 p.