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Commonwealth of Kentucky

EDUCATIONAL BULLETIN

MORAL AND SPIRITUAL VALUES IN EDUCATION

A Report of the Second Workshop
on
Discovering:

1. How to improve Human Relations
2. How to make the curriculum meaningful in life



Published by
DEPARTMENT OF EDUCATION

Boswell B. Hodgkin
Superintendent of Public Instruction

ISSUED MONTHLY

Entered as second-class matter March 21, 1933, at the post office at
Frankfort, Kentucky, under the Act of August 24, 1912.

Vol. XVIII

October, 1950

No. 8

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FOREWORD

This bulletin, I believe, makes a valuable contribution to that which has been lacking in American education—teaching on the level of values.

This is a report of a workshop in which teachers and principals discovered effective ways for making the curriculum more meaningful in life and for improving human relationships.

There has always been a need for “an emphasis on the moral and spiritual values in education,” and there always will be, but never has there been a time when the need was more urgent than now.

Superintendent of Public Instruction
BOSWELL B. HODGKIN

PREFACE

This Bulletin is a report of the second Workshop on Moral and Spiritual Values in Education, held at the College of Education of the University of Kentucky, June 5-17, 1950. The First Workshop was held at the College of Education of the University of Kentucky, June 6-21, 1949, a report of which appeared as a Bulletin of the Department of Education in January, 1950.

Both workshops were cooperatively sponsored by the Department of Education, the University of Kentucky, the University of Louisville, and the four State Colleges. The first workshop was financed and staffed by the University of Kentucky, and the second by the University of Kentucky, supplemented by private contributions. The six pilot experimental schools were jointly selected by the respective sponsoring institutions. Scholarships for the participants from the experimental schools were provided from a grant by the General Education Board.

The purpose of the first workshop was to orient the participants to the movement of emphasis upon moral and spiritual values in education, sponsored by a committee of the Department of Education, to work out a basic philosophy, to explore the major areas of school experience, and to develop techniques for the discovery and development of moral and spiritual values in these areas, in preparation for experimental work in the pilot schools beginning in the autumn of 1949. The purpose of the second workshop, starting with the year's experimental experience, was to analyze and appraise that experience, and to bring together in practical and usable form actual procedures, techniques, and materials, with a considerable body of concrete case histories.

Inasmuch as the reports of the various project groups are records of work done in actual teaching situations, it has seemed best to reproduce them as presented in the workshop, with a minimum of editing. It is hoped that in this form the Report will be stimulating and useful to schools wishing to incorporate an emphasis upon moral and spiritual values into their programs and to teacher-education institutions, both State and private, desiring to offer courses in this field for teachers-in-preparation.

William Clayton Bower, Director.

ACKNOWLEDGEMENTS

The Kentucky Committee on Moral and Spiritual Education is especially indebted to Dr. William Clayton Bower, the director of the workshop, his staff and consultants, and every teacher, principal, and representative of a cooperating college who participated in the workshop, for the very excellent contributions they have made toward the development of a program for moral and spiritual instruction of children in the public schools of Kentucky.

Grateful acknowledgment is made to those who have provided the funds, and thus made the organization of the workshops possible. Each source of support for the Workshop has a particular significance.

The General Education Board, which is a national foundation, has given financial encouragement to the two workshops, after careful consideration of its potential value to the general field of education. They have contributed a total of \$3,000.00 for scholarships for the teachers and principals who participated in both workshops.

The Kentucky Congress of Parents and Teachers voted a contribution of \$200.00 toward expenses of the Second Workshop. This is a state-wide organization, which may have much to do in the future to assist in the spread of the "movement of emphasis," especially because of its intimate association with the public schools.

The generous contribution of \$600.00 for the workshop by Mr. and Mrs. Paul G. Blazer, of Ashland, Kentucky, points to a vital way in which individual citizens may have a part in this important work. A sound and practical program of moral and spiritual instruction in the public schools is an investment in the future of the Commonwealth.

It would be impossible to evaluate the contribution of personnel and facilities by the University of Kentucky to both workshops. The personal leadership which President H. L. Donovan, Dean Frank G. Dickey, and Dr. Ellis F. Hartford have wholeheartedly given to the project should enlist the cooperation of the educational leadership of Kentucky.

The Committee is most grateful to the Federal Department of State, which defrayed the expenses of its representative, Mrs. Margaret Hicks Williams, of Washington, D. C., who addressed the workshop. The full text of Mrs. Williams' speech is included in this report. In it she expresses a deep concern for the need to teach moral and spiritual values in the schools as the strength of American Democracy, and the hope that thus we may yet "turn the tide of history and set men's feet on the good road to an enduring peace."

The Department of Education has initiated and sponsored the work of its Committee on Moral and Spiritual Education, with appreciation for the progress it has made. It is particularly grateful for contributions made by the Lincoln Foundation, whose Executive Director, Mr. Mansir Tydings, has served as Chairman of the Committee.

Louise Combs, Secretary

Committee on Moral and Spiritual Education

Acting Director of Teacher Training and Certification

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TABLE OF CONTENTS

INTRODUCTION	731
PREFACE	732
ACKNOWLEDGMENTS	733
DIRECTORY	737
REPORTS AND PLANS OF EXPERIMENTAL SCHOOLS.....	739
Reports of the Year's Experience by the Pilot Schools.....	739
Projected Plans of the Pilot Schools for 1950-51.....	748
REPORTS OF THE FIVE PROJECT GROUPS	
Social Analysis of the School Community	
Personnel	753
Review of 1949 Workshop Findings	754
Experiences from the Five Pilot Schools	756
Ways of Planning and Working to Develop Moral and Spiritual Values	766
School and Community Cooperation	768
Our Experiences in Review	769
Annotated Bibliography	769
CURRICULUM ANALYSIS	
Personnel	773
Analyzing the Curriculum	774
The Nature of Curriculum	774
Statement of Values	774
Teaching for Values	776
Language Arts	776
Social Studies	779
Science	783
Mathematics	787
Music	790
Art	790
Foreign Language	791
Health	791
Vocational Education	792
Case Material	793
Bibliography	800

PERSONAL AND GROUP COUNSELING

Personnel	802
Basic Principles of Counseling	802
Areas for Discussion	803
Form for Case Study	803
Guide for Reporting Examples or Illustrations	804
Six Common Behavior Problems with Illustrations	804
Some Causes for Behavior Problems	809
Some Suggested Helps for Solving Behavior Problems	809
Some Counseling Techniques	809
Different Counseling Situations with Illustrations	810
Bibliography	819

PHYSICAL EDUCATION, ATHLETICS, RECREATION

Personnel	822
Relation between Physical Education, Sports, and Recreation	822
Values	823
Forces Shaping the Nature of the Program	832
Administrative Personnel	833
Program	837
Techniques	843
Bibliography	848

SYMBOLIC EXPRESSION

Personnel	851
Symbols	851
The Use of Symbols in Informal Situations	852
The Use of Symbols in Formal Ceremonials and Celebrations	876
Evaluation of the Use of Symbols	894

EVALUATION

By Pupils	897
By Teachers	899
By a Parent	901

SESSION WITH CONGRESS OF PARENTS AND TEACHERS

Interpretative Summary by the Director	902
Address by Mrs. Margaret Hicks Williams, Department of State	905

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REPORTS FROM THE EXPERIMENTAL SCHOOLS

With the preparation which the representatives of the five pilot schools had received in the first workshop, the schools began their experimental work at the beginning of the autumn session in 1949. These schools had been selected because of their interest in moral and spiritual values. They carefully selected their representatives for participation in the workshop, with their accepted responsibility in mind. It was the policy of these schools to make the emphasis upon moral and spiritual values the central feature of the year's program. There was, therefore, a readiness in each of these schools for the undertaking of the experiment in this field.

There was, however, of necessity a lack of clear understanding as to the nature of the program, its underlying philosophy, and procedures. The schools had to undergo the same process of self-education as the participants had undergone in the workshop. The same necessity existed in regard to the schools' constituencies. Many difficulties, foreseen and unforeseen, were to be encountered. Ways of working together effectively had to be explored. Some of the efforts that were put forth met with success; others were destined to failure. Against a background of general theory, specific approaches to the problems involved in local situations had to depend to a considerable extent upon trial-and-error. The first responsibility of the participants in the workshop was to interpret the movement to their colleagues, administrators and teachers alike, and to enlist their understanding cooperation. This the workshop participants did with remarkable intelligence, tact, and patience.

It was of incalculable importance to the second workshop to have reports of the experience of the pilot schools—their objectives, procedures, materials used, difficulties encountered, and successes achieved, together with their plans for 1950-51. These reports follow.

I. REPORTS OF EXPERIENCES OF THE EXPERIMENTAL SCHOOLS (1949-50)

1. Bourbon County Vocational High School

Bourbon County Vocational High School is a new rural consolidated high school. There are approximately 285 students and 16 teachers. Eight teachers, including the Principal, attended the workshop last year.

The first major objective was to acquaint the entire faculty with the program. This was done through a series of faculty meetings. The

first meeting was to give a general background of the over-all program and the role that our school had assumed and would assume. We asked for the cooperation of the other teachers. They were very agreeable to the program. Every teacher worked with this program and attended all the meetings.

In the meetings which followed, each teacher who had attended the workshop took charge of a meeting and explained what that particular group had done in the workshop and how this part was related to the total program. With the comments of the entire workshop groups, the helpful suggestions of Dr. Hartford, and the questions of the new teachers, I feel that at the end of the first two months of school all of the teachers were aware of the total program.

After this intensive study, part of all the teacher's meetings was devoted to work on developing moral and spiritual values in the school.

While the teachers themselves were still learning the total program, they were working with the students to acquaint them with the program too. We felt, however, that a great deal could be gained by giving the entire student body a general idea of what we were trying to do, and to solicit their help in making a success of the program. Our Principal, Mr. L. C. Taylor, gave, in an assembly program, a very concise, understandable picture of the program. This certainly helped to sensitize the student body to these values.

We have attempted to acquaint the community agencies with our program. These agencies can be of great help in furthering this program in our school. The following organizations have had the program explained to them: Local P. T. A. chapter, Rotary Clubs of Paris and Millersburg, and the Lions Club of North Middletown.

2. Bowling Green City Schools

In our school system this year we had three grade schools and a Junior-Senior High School, and next year we will have another grade school.

The Superintendent was contacted to arrange a date to meet with the group and was given the article to put in the newspaper. Then the group met to try to pass on to him some of the inspiration we had gotten at the Workshop.

It was agreed to have a meeting with the other members of the faculty from the entire school system as soon after the opening of school as possible, but decided it would not be best to introduce it at the first meeting which had to be devoted to routine matters relative to the opening of school.

As our system does not have regular scheduled faculty meetings, it was thought best to make the meetings on moral and spiritual values voluntary. Before this first meeting the group met to plan the program and decided to ask our Superintendent to make some introductory remarks, after which each member of the group explained briefly what her group did at the workshop. We announced that we would leave our green books in the Principals' offices where the teachers might get them at any time.

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The group then decided to have other general faculty meetings at which each group member would go more into detail about the work of her project, taking the whole hour for presentation and discussion. To make these meetings less formal and to provide a few minutes of relaxation after the day's work, we decided to serve refreshments. At this second meeting we served cider and gingerbread and asked the teachers to be thinking and talking about the question, "Upon what does prestige in Bowling Green depend?" Very few of the teachers responded to discuss this question. So after a few remarks on the subject of social analysis it was agreed to divide into groups for our next meetings. The Superintendent sent around typed sheets to be placed on the bulletin boards in all the schools. The teachers were to sign up for the group they preferred. The groups were the same as the project groups here at the workshop and all members of the workshop agreed to meet each time another member had a meeting of her group to lend moral support. Fifty-two names appeared on the lists, although some signed up for more than one group.

We tried to work out a plan for these group meetings, but here is where we met with some difficulty. It was hard to find a date which was agreeable to all concerned, and some of the meetings that had been planned had to be postponed due to other activities. We did get in one of these meetings before Christmas and were pleased to find nearly everyone taking part in the discussion. As soon as everyone had gotten over the effects of the holidays, another group meeting was held.

Meanwhile at a meeting the Principal of the Junior-Senior High School had mentioned his concern about the number of pupils who were quitting high school as soon as they became 16 years of age and he wished someone would make a study and help him solve that problem. When the social analysis group met, they decided to take up this matter and see what they could find out about it. The rest of the year the members of this group devoted their time to gathering information about these pupils which they thought might be of some help. The end of school with all the extra duties came before the group had found time to examine these data and draw their conclusions, but we brought along the information we gathered.

In looking back over the year's work, we realize we made many mistakes. After hearing the other reports, we feel that we should have enlisted the interest and help of the principals and given them a responsible role to play. We also feel now that a better basis of grouping would have been by schools rather than by projects. There would not have been the difficulty of finding suitable dates for the meetings, and then the problems of each school are different from the others because of location in the city and age groups.

One of the most enjoyable general meetings was a party given by Mrs. Hancock's school which she will describe for you.

The Sports and Recreation group held a party for the faculties of the city schools. This party took the place of one of the special called meetings on the workshop.

The idea of the party was to orient the teachers to the program of stressing moral and spiritual values found through play.

There were fifty teachers, principals, and supervisors present. The theme of the party was "Fun is our Business."

The program for the night was divided into different phases of entertainment. The first part consisted of comedy acts put on by the teachers of the Center Street School. The second period was devoted to group singing. The third was a film on the values of Sports and Recreation in a Community. The fourth part of our party was devoted to action games and contests in which every member took part. The fifth and last period was a social hour in which sandwiches, cakes, and spiced tea were served.

Everyone went home saying they were happy that they attended and that they felt much good grew out of the meeting. It inspired the teachers to plan better recreational programs for the year's work in their own play periods.

3. Cane Run Grade School of Jefferson County

The Community:

Cane Run community can be easily classified as a rural-urban one, being located in Jefferson County just one mile from the city limits of Louisville. Its population consists of three definite groups which we meet as one group in our school, namely, there are the families that have lived there for many generations, of Dutch, Swiss, French, and German descent, another group that came there during the war and elected to stay, and a third group that wanted to leave the city and live in the country. The educational background ranges from one per cent with some college degrees or less to the very large group with an eighth grade education or less. There is a very small percentage of professional people in the community but a very large percent of skilled and unskilled workers.

Need for a Moral and Spiritual Education Program:

The school felt, as many other schools did, that there was a need for Moral and Spiritual education, but what program to follow was the question. Our first attempt at solving this problem was the Child Evangelism program that we had one day each week. This program was presented once a week to different age groups, and the technique of the flannelgrams was very good in presenting the Bible stories, but we soon learned that the workers were over-zealous and that this was a highly emotional program with very few positive values; so we ruled this out the next year. We felt that our community wanted a program, and we continued to search for the kind of program that would be full of positive values and that would satisfy the needs of the children and the parents. Since our community is theologically religious, we realized that we must tread cautiously.

The Workshop of 1948-49:

When our school was asked to participate in this workshop we felt that it was not only an honor but a privilege to share these experiences. At our next P. T. A. meeting we tried to explain to our parents what this opportunity would mean to our teachers and children, and we also ex-

plained to them that another of our teachers had been asked to attend a workshop along similar lines at the University of North Carolina. Of course, they were very happy about this even though they were not too sure what it was all about.

Procedure:

Early last fall we had a faculty meeting, and at that time we asked the teachers who had attended the workshop to tell us what they had learned, and what they expected the rest of the faculty to do to help further this program. They told us about the mechanics of the workshop, what they did at night, where they had eaten, etc., but they could not tell us what to do and said that we were to work out our own program as we went along. You can imagine how the rest of us felt. They also showed us a large, green book that was a result of the workshop, but we were told that we were not to use this as a text, that we must look for opportunities in our daily work to re-discover these values. Of course, we enjoyed the report, but needless to say that here in this group was a magnificent example of group frustration. A second faculty meeting was held as an informal tea and we not only had our school participants but we also asked Mr. Bowman, Mr. Allen, and Miss Threlkeld, our coordinator. Again the discussion had the same vagueness but as we talked together we seemed to be seeing the light that this program was what all good teachers do every day, and that if nothing else this program would make us more conscious of our opportunities. Realizing that we were going to have to give an account, we felt that we should try to work on some concrete program as a beginning, so we met with Miss Threlkeld and with her help we decided that we might take the needs of the school and work from that point. We decided that we could work on a school code if this was acceptable to the teachers and children. We presented this idea to the faculty members and it was decided that each room would work on its own code and then a representative from each room would be selected to serve on a council to work on a school code. While we were working on our code, we learned that the New York schools had worked on a similar problem so we compared our code with theirs and found that it contained the very things we had discussed; so we adopted the New York code as ours.

Our school slogan was "Do unto others as you would have them do unto you," and our theme as selected by the council was "Living Together." Our council met each week at a regular time, and at these meetings we tried to decide what our school problems were and what we could do to improve them. After these discussions in the council each member would go back and discuss them with her room and at the next meeting bring us the decision that the class had made. With all the facts in, the council would then decide what to do next.

While we were doing this organizing we were asked by several publications to tell what we were doing, and again the answer was the same. We do not have a definite program, but we have noticed various solutions to problems. We were also beginning to feel a growing awareness of looking at our children and situations from a different viewpoint. Different classes worked in different ways, each working as the need arose

and planning with positive values in mind. Some of the things that we worked on are the following: Sharing, Good Sportsmanship on the Playground and in the School, Self-Control, Assuming Responsibility, Appreciating our own Surroundings, Human Relations, Guidance (both adult and child), International Understanding, Brotherhood Week, Art and Music Appreciation, etc.

Summary

It is hard to evaluate our work in concrete examples, but we all felt that there was an understanding that we had not had before, a feeling that we were working on common ground and that we were not only enriching the children's lives but were doing the same for our own. I cannot summarize this any better than by quoting what a teacher said about her year's work: "This has been the happiest year I have ever had at school."

4. Fort Thomas City Schools

The committee from the Ft. Thomas school system which attended the conference on "The Teaching of Moral and Spiritual Values" at the University of Kentucky met with its Principal, Mr. Morris Cierley, and gave a full account of the findings in that workshop. It was decided at this meeting that the plan could best be presented by the Principal to the entire staff.

The faculty of Highlands High School met in a regular staff meeting October 26, 1949. Mr. Cierley projected a round table discussion on the topic, "Moral and Spiritual Values."

Vagueness in terminology became apparent at this meeting. The faculty agreed that they should assume more responsibility for teaching moral values to pupils because of changing functions of family, church, and school.

A second staff meeting was held at the regular time on December 14. The main business was a continuation of the topic "The Teaching of Moral and Spiritual Values." At this meeting certain values, such as honesty, were listed and the following questions were discussed: How do we ground morality? What is the determinant for morality? What determines morality in Ft. Thomas and in other parts of the country? What is the basic assumption in the determination of moral and spiritual values?

Although few decisions were reached in these meetings the faculty members were made conscious of the teaching of moral and spiritual values and certain terms were clarified in their minds.

It was decided that future study of this topic should be done by committees in departmental meetings rather than in general staff meetings. The committees formed panels and led discussions on phases of this subject pertinent to their departments.

The committee then met with the elementary teachers and after a long discussion arrived at approximately the same moral and spiritual values as listed by the workshop. The teachers decided to work out their philosophy at the next meeting.

In the second meeting an argument as to what the philosophy would include was determined. The teachers decided that since all the relations of life, those of parents, child, brother, sister, or friend are moral and spiritual throughout every living tie, and whereas everything that belongs to us ministering to our comfort or luxury, awakens in us emotions of the moral and spiritual nature, it was essential to concentrate on the case studies as an approach.

A copy of these case studies has been made available to you, and you will find that the idea that everything acts upon and influences us and that God's great law of sympathy and harmony is potent throughout our world in which we live and have our being is prevalent. Our world of moral and spiritual values influences our relationships, as unsuspected values lie around us all, a secret in the simplest things, a wonder in the plainest, and a charm in the dullest, but in due proportion and in correspondence with all its elements.

5. Morehead High School

Our method of acquainting the faculty of the Morehead Consolidated School with the work done in our workshop in 1949 differs from that of the other pilot schools in that it was through individual approach. It was not the method we planned, but circumstances made it seem the best way.

We had planned to have a social affair and invite the faculty to attend. Just before school was to begin our principal and one member of our workshop group were attracted to schools in other states.

Our new Principal listened very attentively and said he would like to follow along with our program as soon as he had had time to read the Workshop report and become better informed.

To our regret, we were unable to have a meeting until after the Christmas holidays. At that time the faculty, Principal, Superintendent, and coordinator were present.

Members of the Workshop took advantage of the opportunities that came their way in which they might make use of the Pre-organizational Procedure outline which had been sent to the school by Mr. Tydings.

Mrs. Haggan, with the help of other faculty members, held a conference with the girls early in the school year in order to arrive at some plan for making the school a better place in which to work, play, etc.

Mr. Williams and other men faculty members held a similar meeting with the boys.

In order to help new pupils adjust themselves to their new environment a recreational program was held.

Following these conferences, members of the workshop shared the report of the workshop with the faculty. Each faculty member was given the opportunity to read the report and was asked to comment on its usefulness in planning for pupil growth in moral and spiritual education.

One member made use of the program material prepared by the project group on symbols and their use in ceremonials and celebrations.

Another teacher in the elementary school seemed to find the most help in the field of sports and recreation. She suggested that the teachers follow a plan that had been offered for a staggered playground period. There was a marked improvement in attitudes and cooperation on the playground as a result of following the plan as outlined in the workshop report.

Both elementary and high school teachers found the poems that were given or suggested in the report very helpful in directing the children's acquisition of moral and spiritual values.

When the question arose in a faculty meeting as to how cheerleaders for the year would be selected, Mrs. Fanin used this opportunity of informing the group of the plan which had been worked out in the project on recreation and sports in the workshop.

With very few changes, the method was followed and it proved to be the most effective way of selecting cheerleaders in the school's history. The candidates were pleased and the student body offered little or no disapproval.

Our boys and girls were helped in their social and emotional growth to a large degree through the use of the audio-visual aids in our school program. Many new books were added to the library. Mr. Williams tried to select books that would help in the moral and spiritual growth of the children. Also, he selected films with utmost care.

Some of the films that were found to be very helpful were: The Creation, Finding One's Life Work, How to use the Library, How to Choose a Book.

"The harvest truly is plenteous, but the laborers are few."

We haven't done as much as we planned to do or would like to have done, but during the year we have been sowing tiny moral and spiritual seeds with values-potential. Though we fear that some fell by the wayside, some upon stony places, and some among thorns that have choked them, we believe that most of the seed fell on fertile soil which has or will yield thirty fold, sixty fold, and maybe one hundred fold.

6. Murray Report

Our four faculty members left Lexington with a feeling of enthusiasm and deep concern for that "something" that we had seen unfold before our eyes. We realized that we had had a part in this unfolding. As we drove back those 300 miles, we talked, planned, thought, and lapsed into moments of silence, then came forth with partially made plans. Through the days in the workshop we had rededicated ourselves to our privilege of aiding children to live a happier and fuller life. Out of these conversations and moments of silence emerged the initial plans for the year's work. We felt that we had a broader vision of what we could do for and with the children and we were eager to share that vision with our fellow workers.

Our thoughts, plans, and experiences were so contagious that long before September other members of the faculty had had a taste of the workshop. We were so saturated that our enthusiasm spilled over to them every time any two got together. This could happen easily because

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the faculty members closely associated and saw each other often during the summer. This was good because the way was somewhat paved for an organization that was to take shape later.

Our school is different from any of the other pilot schools in that all twelve grades are in one building which means approximately 900 children ranging in ages from six through nineteen must live together. In this large family first graders were on the same floor with junior high boys and girls. If this does not give an opportunity for helping children live together, where could such a situation be found?

From the very beginning, the Superintendent, Mr. Carter, was interested in the opportunity to participate in a new movement and it was a great disappointment to him that it was impossible for the fifth person to attend the workshop. By the time that school opened he had a few things in his mind for us as a school to follow. He let us talk workshop and think workshop when we felt the need, and just at the right time he called a faculty meeting. This was a dinner meeting, and the entire faculty came. Those of us who had attended the workshop shared some of our experiences with the group. Much interest was shown; questions were asked; in fact, the meeting was turned into a round table discussion with 24 faculty members taking part. They began thinking about which area they would like to work in. Later five committees were formed, and three of them were led by the persons who attended the workshop. These committees met at different times to review their goals and measure their program.

The Superintendent kept the public informed about what we were doing through the press and local radio station. He has a flare for writing; therefore, articles appeared in the paper almost weekly. One of the high school girls was reporter for local and out of town papers; therefore, she sent in several articles with her interpretation of what we were doing. Through the school paper the students were kept in touch with the over-all plan as it took shape.

The activities that went into carrying out this total program were many. The senior class, by invitation from the local radio station, wrote their own script and gave programs that were outgrowths of class work and subjects that were chosen for them.

Many essay contests were entered by both the junior and senior high students. They won a total of eight prizes. These essays were on various subjects, such as citizenship, health problems, and reviews of plays.

The P. T. A. sponsored four lectures given by four leading men in their chosen field. The children showed an unusual interest in these and have expressed a desire for more next year.

Much more planning was done to make the assembly programs better, with special emphasis upon more children being given opportunity to participate. The English classes wrote evaluations of these at the end of the year. The elementary school had its programs for its own group, and the high school did likewise.

Some of the teachers who had homerooms or classes that they were particularly close to discussed the plans that we had for the school in

light of the past experiences in the workshop. The constructive thoughts that came from the children were surprising.

Clubs are very important in our schools but one in particular entered into the spirit of this undertaking. Many children joined and took a part in it that had never been interested before. Two little boys think they have found their chosen work through their club work.

Standardized tests were given to the children and the teachers were given time to discuss them with each child and to give some suggestions as to what they could do for improvement. This discussing and suggesting had never been done before. In some cases, parents were called to the conference.

Just before school closed, pre-registration was held for all classes. Conferences with children and their parents were held to help solve some of the most disturbing problems. If nothing else came from these conferences, the parents had a better understanding of what the school expected of his child.

We cannot say that all our faculty members were in sympathy with what was happening in our school, but neither can we say that anyone was antagonistic to it.

The faculty finished the year with the feeling that they had been more alert to the possibilities of guiding children into a happier way of living. We feel that the faculty and the children have made much progress in moral and spiritual development. We are aware of more to be done, but we are not afraid to accept the challenge of new problems. Now more than ever do we feel our responsibility in giving careful and thoughtful guidance to our children.

II. PLANS OF EXPERIMENTAL SCHOOLS FOR (1950-51)

1. Bourbon County Vocational High School

We have weekly teachers meetings in our school on each Monday afternoon after school. To begin this program, have one member give an over-all picture of the workshop of 1950.

In the meetings to follow we will have one area of the workshop discussed by a teacher who attended the workshop followed by a period of questions and discussions on the part of all. It will take many meetings to do this.

Have teachers meet in subject groups and there set up criteria and evaluations for moral and spiritual values to be developed in their particular subjects.

Have illustrations by different teachers of how they met a situation and how they identified values and how they proceeded to point them out. These illustrations should be followed by a discussion by the group as to their approval or disapproval of the procedure used. We feel that this will be a good opportunity for those more familiar with the program to aid those new teachers who are just beginning.

Have assemblies which provide for moral and spiritual development.

Have homeroom periods organized so that moral and spiritual values may be developed from many situations.

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Have a brief summary of our 1950 workshop given before our P. T. A. group, and tell them how the program is being developed in our school. This could be followed by a suitable program by the students which would be symbolical of certain moral and spiritual values. Discuss these values with the P. T. A. members. By the actual seeing and pointing out of these values we believe that the P. T. A. will have a greater realization of what we are trying to do.

After our own faculty has become familiar with the program, we had thought of having a meeting some evening and inviting our coordinators, other teachers in our county system, the city teachers, teachers from M. M. I., the ministers of our community, and the leaders of our various civic organizations and of telling them of the moral and spiritual program being developed in our school. We think this might best be done by explaining the 5 areas of the workshop, in giving a definite illustration for each of the areas, and pointing out the values that were implicated. This meeting could be followed by a tea for the entire group. (Over a cup of tea we feel that many would voice their opinions or appraisals or even disapproval of such a program.) From such a meeting a committee for Bourbon County might develop.

Following such a meeting a good newspaper article could be written which would probably enlighten many others over our county as to the development of the moral and spiritual program in our school.

It is to be understood that all of these meetings would be open to our coordinator or any interested persons.

2. Bowling Green City Schools

Our plans for next year's work will be different from the past year because of our unique set-up as a pilot school and because we feel that we "spread ourselves too thin" this past year.

There will be four elementary schools and one Junior and one Senior high school this year, and we believe we can function better if we organize as a whole and then work in units—the elementary schools as *four distinct units* and the Junior and Senior high schools as *one unit*, making five distinct units in all.

It is our plan to meet as soon as possible with our Superintendent, the Principals of the respective units and with our College Coordinator. At this initial meeting it is our plan to tell of all our experiences and inspiration at the workshop and to ask our Superintendent to be chairman, ex officio, of the chairmen, our Principals.

We hope that each teacher of each unit will volunteer for some particular responsibility in our different schools, and that everyone will help to plan a program that will benefit our children and teachers.

We believe each teacher of each unit will cooperate in keeping a summary of her development of the program on Moral and Spiritual Values in Education.

Each school should plan for regular meetings at rather frequent intervals, and all schools should come together with its teachers, its chairman (or Principal), its "chairman of the chairmen," and its coordinator when occasion requires it, or when all units desire a general meeting.

Through our different chairmen we hope to acquaint our P. T. A. organizations with our program and enlist their aid.

We also plan to make our students cognizant of the program and to call upon them frequently for their opinions and suggestions.

Through our Superintendent we plan to publicize our program and eventually to draw our civic organizations to "our fireside" for discussions and promotion of our program.

Through our coordinator we hope to promote a program of classes after school and on Saturdays at our State College in some of the subjects included in our program at the workshop.

Suggestions will be made for building up a library of books pertaining to these subjects for our whole school system.

If we accomplish these aims, then our work here in the workshop this summer will indeed be rewarded, and we shall have strengthened the hand of our administrators through our efforts and the enthusiasm which we hope to spread through our schools from the first grade through the last year at Senior High.

3. Cane Run Grade School of Jefferson County

Meet with our Superintendent and Coordinator to bring them up to date on what has been accomplished this summer and what we hope to do in the coming school year.

Bring the other members of our faculty at home up to date on what was done at workshop this summer.

How: Plan a picnic before school starts and discuss this program very early in the year. Try to impress the other faculty members with the importance of keeping a diary or some type of record that can be used to evaluate what they are doing.

Plan with the P. T. A. program chairman to meet with the P. T. A. and at that time discuss what has been accomplished and what we would like to accomplish in the coming year, and explain the help that we need from them.

Collect materials that will be usable for the whole school.

File for future reference samples of what has been done in each project.

Keep in close contact with the other pilot schools so that we will be working as a team throughout the state. For instance, the members of the symbols group could very easily contact each other and explain what they are doing, etc., and likewise for all groups. This could be done in separate groups or by an over-all picture of pilot school groups. It could be done effectively by a Round Robin letter.

We shall continue to plan an enriched curriculum so that it will not only meet the needs of the individual child, but also meet the needs of the community.

At various times throughout the year we will plan faculty meetings, whereby we might evaluate what we are doing in regard to this program, and at the same time share ideas on how we can best enlarge the program.

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We will try to secure as much available material as possible to be placed at the disposal of each teacher and any interested parent.

We will plan this program with the future school personnel which includes not only the teachers but the janitor, lunch-room workers and bus drivers.

In order that the program may be more effective, we feel that the children should understand what we are trying to accomplish. We will try to bring about this understanding by discussing it with the children on their particular grade level.

We hope to accomplish the above with the help of Mr. Tydings, the State Chairman of Moral and Spiritual Education, and Miss Hilda Threlkeld, the coordinator of the University of Louisville.

We feel that this program is of a very flexible nature and can be revised at any time to meet the changing needs of the school and community.

4. Fort Thomas City Schools

Next year the High School will again make its approach through the departments.

The elementary school will use the line and staff of each school for an approach at each grade level for study purposes.

In other words, the approach next year will be much the same as the past year, but with more emphasis on the spread of the "movement" and the participation of community groups.

5. Morehead High School

The members of the workshop from Morehead will contact their school Superintendent upon arrival home, and with his assistance plan the manner in which the moral and spiritual education program may be incorporated in the school program.

Since there is to be a general meeting of the teachers in the county before school opens, the workshop committee would like to have its Superintendent invite members from the church and civic organizations of its community to attend this meeting.

Mr. J. M. Tydings has accepted the committee's invitation to be a guest speaker for the general meeting of teachers and friends. At this time he will inform the group of the moral and spiritual education movement. Members of the workshop committee will report their experiences in the workshop.

As a follow-up of the general meeting the committee plans to have a special meeting of the Morehead faculty. Here the group plans to lead a discussion of the project. Committees will be announced and plans for student participation may be perfected.

The student body will be informed of the moral and spiritual program in an assembly period.

It is also planned that at an early meeting of the P. T. A. the parents will become acquainted with this phase of the school program.

For many of these early meetings the committee is planning to make use of the films that have been recommended by a member of the workshop in a bibliography of films suitable for presenting the values derived from moral and spiritual education.

In order that the faculty may be better prepared to carry out an effective guidance program it has been planned that a system of home visitation be prepared and followed.

6. Murray City Schools

The representatives at this workshop feel that our main goal should be to intensify our efforts in helping our school and community to discover the importance of moral and spiritual values by the following methods:

By a faculty dinner in the early part of the year, at which time, through our reports from the workshop and the suggestions from those who did not attend the workshop, set up plans and goals for the year.

By representatives from the student body and faculty members cooperatively setting up some of the policies or standards of the school, such as assembly programs, field trips, excursions, etc.

By publications in the community through the radio, press, civic clubs, and ministerial organization.

In cooperation with P. T. A., plan to have several community meetings to which all the parents are invited.

Have more supervised and directed play at recess and lunch periods.

Use services of our coordinator, Mr. Johnson.

These are only examples of what the group plans, but we expect others to come from the faculty, parents, and student body.

REPORTS OF THE FIVE PROJECT GROUPS

As in the first workshop, the personnel of the 1950 workshop was divided into five project groups: Social Analysis of the School Community; Curriculum Analysis; Personal and Group Counseling; Physical Education, Athletics, and Recreation; and Symbolic Expression. The 1950 groups continued the work which the 1949 groups had done in these areas, carrying it to a new practical level on the basis of the experience of the experimental schools in actual teaching situations. They were thus able to carry the analysis of the value-potentials of these fields into much greater detail and to add a wealth of case material from the several pilot schools from which the cases in the present Report were selected.

With this end in view, the project leaders were chosen from persons professionally engaged in actual school situations and who are in immediate contact with children and young people in the classroom. As a result, the emphasis in these groups was placed upon practical procedures against the background of theory developed in the 1949 workshop, and with a view to their availability for administrators and teachers in actual school situations.

I

SOCIAL ANALYSIS OF THE SCHOOL COMMUNITY

Personnel

Leader, Collis O. Johnson, Murray State College

Members:

Helen DeCrosta, Cane Run Grade School

Dawn Gilbert, Bowling Green City Schools

Frisby O. Smith, Bourbon County Vocational High School

Georgia B. Wear, Murray City Schools

Mary D. Walling, Ft. Thomas City Schools

Ward Williams, Morehead High School

The Social Analysis Group of the workshop on Moral and Spiritual Values in Education is incorporating in its report much of the excellent work of the group on Social Analysis of the School Community and Behavior Situations prepared in the 1949 workshop. That group developed a point of view and identified and analyzed problems in the social environment of the participants. It developed techniques and procedures and prepared material which has served as a guide to the pilot schools and other leaders responsible for the movement of Moral and Spiritual Values in Education in Kentucky.

The Social Analysis Group of the 1950 workshop has studied and brought together the experiences of the Pilot School Communities in dealing with their social environments. The members of this group shared their successes and failures in dealing with their problems and studied the procedures followed by the school community groups. The groups then prepared material for the guidance of others.

We feel that the period of exploration is well advanced and that we are ready to go much further. We are ready to plan and teach in such a manner that the plus values of the children's experiences will be discovered, understood, and developed into an integral part of the children's behavior and of the school community as a whole.

Every individual is concerned with keeping well, earning a living, and getting along with people. Thus, the school is a strategic place for providing experiences that enable the learner to cope with these concerns.

All of the material in this report is the result of the combined thinking and efforts of every individual in the group. The members of the group worked together informally and shared their experiences and ideas. Each member participated freely in carrying out the decisions of the group.

I. REVIEW OF 1949 WORKSHOP FINDINGS

The 1949 group on Social Analysis and Behavior Situations began its work by defining its point of view. Contrary to the inadequacies of the prevailing understandings which have been concerned primarily with subject matter, the group felt that administrators and teachers should become aware of the school as a community of interacting persons and direct their attention to the discovery and description of moral and spiritual values inherent in the behavior situations of school life, to an understanding of the social processes by which an individual acquires and develops a dynamic value-judging approach to life, and to ascertaining effective techniques for the application of these principles in the school experience. It is through the process of socialization involving group status and roles assumed in group relations that the growing person achieves selfhood. It is through the harmonious integration of these many and often conflicting roles that he becomes a mature person. Viewed in this light, the school is not merely a preparation for life, but is life itself. Neither are moral and spiritual values mere listings of abstract virtues, but the dynamics of a value-judging approach to living.

Moreover, the school is set in the larger community of which it is a part. The things that the community values enter into the life of the school and condition it. Sometimes they support what the school is trying to accomplish; sometimes they are in conflict with it. This lays upon the school the responsibility, not only of helping children to under-

stand their experiences in the community, but of developing discriminating attitudes toward the ends and behaviors that are operative in the community.

Within the larger community the school itself functions as a community. It involves the intimate and continuous interaction of persons and groups in the manifold relations and functions that make it a community. Like the larger community, the school derives its spirit and tone from the values it accepts and the patterns of behavior it sanctions. In view of the great educational influence of accepted values in the school community, the social analyst should be concerned to discover what the dominant interests of the school community are. Since boys and girls cannot well learn what the life of the school contradicts, an attempt to develop moral and spiritual values may in some instances require a re-orientation and reconstruction of the attitudes of the school itself.

The social analysis of the school community and the behavior situations involved in its experience calls for two types of techniques. The first has to do with the discovery and comprehensive listing of behavior situations. The group recommended as an effective aid in spotting these situations the list of twenty-one types of experiences resulting from an analysis of behavior situations of senior high school young people, made at the University of Chicago and described under Topic Six in the General Course. These are: achieving and maintaining mental health; participating in the education process; understanding and adjusting to the personal aspects of sex; participating in the economic order; choosing and engaging in a vocation; utilizing leisure time through avocation, recreation, and amusement; appreciating and creating beauty; achieving a religious adjustment to one's world and participating in religious activities and institutions; developing and maintaining friendships; encouraging the interpenetration of cultures through fostering racial friendship, promoting nationalism and internationalism, adjusting social and economic differences, and improving and sharing religion; participating in group government; adjusting to the social group by accepting or rejecting mores, standards, public opinion, or ethics and by achieving a place in society; preparing for and sharing in courtship, marriage, parenthood-childhood, family relations, and family-community life; understanding and controlling fundamental impulses; exercising or adjusting to authority; facing the issues of war and peace; caring for pets and animals; exercising and responding to leadership; behaving toward those considered less or more fortunate; building and testing a philosophy of life.

The second type of technique has to do with the analysis of behavior situations, once they have been discovered, for their factors and possible outcomes as a basis for helping children and young people as well as teachers to discover and develop moral and spiritual value-potentials in these situations. This technique involves getting the facts, the location, and definition of the central problem involved, the identification of value-potentials, and the working out of effective educational procedures for dealing with the situation in the light of its moral and spiritual possibilities. In this technique the group found it useful to diagram a given situation. When this was done, it was found that the primary relation,

as for example between teacher and pupil, upon deeper analysis was seen to involve other conditioning relations, such as with the family, pupil groups, and friends of the family. The group found that all these ramifying relations had to be taken into account in dealing with moral and spiritual values.

The group developed a wealth of stimulating concrete illustrative case material covering pupil-teacher roles, teacher-teacher roles, teacher-administration roles, pupil-pupil roles, administration roles, and employee roles. Each case includes a statement of the relevant fact, a listing of the value-potentials, and a suggested procedure for dealing with the case. The following illustration is selected from the many dealt with:

A Case Involving Good Citizenship:

The Facts: James is 15 years of age and in the eighth grade. He has an I. Q. that is very high, but has been retarded twice. His parents are liberal with him in a financial way. Some of his fellow students hold him in high esteem, though he has been arrested for stealing and has been suspended from school for short periods of time. The boy has a resentful attitude and does much to influence some of his classmates into delinquent behavior.

Value-Potentials:

1. Realize the responsibilities of leadership (constructive)
2. Respect for law
3. Discrimination of leaders (followship)

Some possible techniques for realization of value-potentials:

1. Give responsible position in supervised club
2. Ride in police car and report to club duties of traffic police
3. Analyze different types of leadership

II. EXPERIENCE FROM FIVE PILOT SCHOOLS

The experiences of the five pilot schools show that the Social Analysis field is a rich one in which to develop moral and spiritual values. The many cases that have been brought to the workshop testify to the fact that the teachers of these various schools have become sensitized to their school community concerns and to the unlimited possibilities of integrating moral and spiritual values into the school program. The presentation of many simple, universal cases indicate that these values may be developed in situations heretofore considered routine. Some cases were large in scope and pertained to specific problems, while others were general and common to every walk of life. The few cases which have been considered, some in whole, some in part, have been drawn out of real-life situations. Some solutions have been presented and have been found satisfactory; others are in the experimental stage; still others are merely situations out of which problems might arise. These

illustrate how teachers in the pilot schools have used social analysis to develop moral and spiritual values.

1. Pupil—Teacher Cooperation

In view of the fact that at one time or another children become ill and miss a great deal of school, this case is used to show how a teacher and a class concerned themselves about a member of the class. One of the girls in my homeroom had been absent for a few days, and when no one seemed to know the reason for her absence, two of her friends decided to go to her home to see her. Her mother had been dead several years and an older sister was trying to keep the family together. I was told that her father drank a great deal. Her older brother, who was in the twelfth grade, did not live in the same home and did not seem to know much about his sister. There was another girl of junior high age in the family.

In our room it is a custom to send flowers or a gift to any of the group who become ill. The girls who had made the visit were very much disturbed over the conditions they found. The father had not thought it necessary to have a doctor. The room was rather bare and the girl's pajamas and bed were not very clean. It was decided that we should buy pajamas, and then it was found that there was also enough money to buy a few toilet articles. Some of the other teachers became interested, and one of them took the matter to a Church School in her church which adopted Betty and her sister.

When Betty came back to school she seemed very happy because so much had been done for her. She began to take more interest in her appearance. The other girls seemed to take more interest in her too.

Betty was given economic help and made to feel others were interested in her.

Her classmates gained experience in doing something to meet the needs of others and in sharing things they had.

The other teachers and the church group concerned were brought to feel a responsibility for helping one less fortunate.

2. Personal Security

Many children in our schools today lack the feeling of security that is so essential to their well-being. All teachers should be alert to this problem and develop techniques to deal with situations in this connection. One teacher dealt with such a problem in the following manner: Susie was seven years old. She was in the first grade. She was a diabetic and had to take insulin each morning, therefore was listless and unable to concentrate on her work. This made it very difficult for her to read or write. She demanded much attention from the teacher. She did not know how to work independently.

It seemed that Susie's mother was not too sympathetic. She did not seem to understand how much her child needed security and sympathetic understanding. Yet, when the teacher talked with her about Susie's difficulties in reading, she would say, "Yes, I know that sometimes Susie reads fairly well and at other times she can't read at all."

Susie felt so insecure that she would touch the teacher each time she came near her. Often during the class she would reach for the teacher's hand. The teacher would hold her hand and try to make her feel at ease.

The teacher talked with Susie's mother, and as a result the child was not only taken to a physician for further treatment, but also was given a little more help and understanding at home.

Through thoughtfulness on the part of the teacher, Susie was not called upon on the mornings when she was not so well. Much love and care was given to the child, and thus by the end of school her adjustment was much improved.

3. A Problem of Health Insecurity

The basic problem of health, so acute in our communities, may cause a situation that affects an entire group as well as the individual. This case illustrates a behavior problem caused by poor health and how its successful treatment helped the climate of a classroom.

Howard was a little boy in the first grade. He was seven years old, but very small for his age. He had very bad tonsils and as a result was absent from school forty days during the year. When he was in school he took no part in the activities of his room. He did very little of his written work. Seemingly, he had no interest in anything that was taking place in school. He was quite listless. He just sat and watched the other children. The children recognized the fact that Howard did not do his work or participate in the group activities.

Toward the last of the school term, Howard had his tonsils removed. When he recovered, his attention and his attitude were indeed changed. He began to take a small part in the activities of the room.

The teacher felt that he needed to feel himself a part of the group, so when the time came to present an assembly program for the elementary grades, Howard was given a place on the program. He took a small part in the dramatization of the Good Samaritan.

What seemed a very insignificant thing gave to this child a feeling of satisfaction, a feeling of belonging to the group and the joy of being commended by the other pupils. The child's adjustment was much better and his participation in the activities of the room increased.

4. Meeting Community Health Needs

Health is a basic concern of all communities. The school recognizes this concern. The following are some suggestions as to ways to help meet the health needs of the small children.

The pre-school clinic is beginning. After the child is in school, the dental trailer spends some time at the school. If the teacher will build up the child's self-respect, more children will want to get their parents' permission to have their teeth treated. The attitude of the teacher toward inoculation will help the children accept it.

Encourage the drinking of milk and the eating of different foods. The primary grades may form "clean plate clubs," for example, as an incentive. This is the way the "clean plate club" was used in one school. Each child had a small paper plate with his name on it tacked on the door. Each day after lunch, the children who ate all their food left their plate up. Those who did not had to take their plates down. On Monday all the plates were up again. Those children whose plates stayed up for four weeks were given a little treat and an extra play period.

On one occasion a Humpty Dumpty was made by each one of the children. Each child was permitted to set his Humpty on the crepe paper brick wall on the bulletin board if he ate all his food, drank his milk, and remembered his manners. If he forgot any of these things, he had to set his Humpty on its head at the foot of the wall.

Mirrors are often used in the primary grades as an incentive to improve the appearance of the children.

Individual health charts often help in training the child in good health habits. Elementary teachers find that these little suggestions, indirect and insignificant as they may seem, help children to "see" the value of correct health habits.

5. Security in the Group

In every person is an inherent desire to experience some success. It is the teacher's concern to draw out the good qualities in every child. This giving of one's self and sharing of talents gives one a sense of belonging, thus security is established. The following case shows where a teacher brought out the child's plus values and minimized his weak ones.

Billy is one of my slower students in reading and spelling. However, he is a very good worker in the field of science and art. While others were reading bird stories and writing information for our Nature Book, Billy was selected to make the cover for the book. He also had some interesting information about chickadees. Instead of struggling with spelling and writing as was his experience in the past, he dictated his story to me and I acted as his secretary and wrote it down just as he had given it to me.

Heretofore, he had lost interest because of his difficulty with spelling and writing. When he had experienced success, he had the

feeling and knowledge that he had made a worthwhile contribution to the making of our Nature Book.

6. Sympathetic Understanding

Jack is sixteen years old and is in the eighth grade. He is from a broken home. His mother and father separated and his father remarried. Jack resents his step-mother. He has a low I. Q. He stands almost at the bottom of his class. He didn't seem to belong to any group. As he is rather sissy, the boys did not include him in any of their activities. He was constantly talking to one of the teachers, thus trying to identify himself with someone.

Through the concerted effort of several teachers, Jack was helped to such an extent that he told one of the teachers that this had been such a good school year for him—the best he had ever had.

The librarian gave much help to Jack. She asked some of the primary teachers if they would allow Jack to have a short period once a week in which to tell stories to the children. Jack was made a member of the Library Club. The children enjoyed his story telling and were eager for him to come each week.

The eighth grade teacher gave him a part in a chapel program. The music teacher gave Jack a chance to play the drum in the band. He was also placed on the school boy patrol which gave him a sense of responsibility and a feeling of contributing to the group.

Much is still to be desired in Jack's behavior, but his adjustment is much better. He needs sympathetic understanding as much as any child I have ever seen.

The faculty working together has attempted to cause Jack to feel that he has a definite place in the school activities and that he has the interest and understanding of his teachers. The activities of the year have helped to lay the foundation for the rest of Jack's high school work.

7. Talent Appreciation

Dick is in the first grade. He is eight years old and is large for his age. He has a slight speech defect. He is very pale and appears to be undernourished. He came to our school from California. This is his second year in the first grade. He was very antagonistic. His attitude toward the other children was very poor. He was ready to fight at the "drop of a hat." He seemed to be bristling all the time. But at the same time he was the most forsaken looking little boy that I have ever seen. He couldn't seem to find his place in the group, and time after time he annoyed someone, tripped a classmate, or had a free-for-all fight.

I discovered that Dick had unusual talent in art. I immediately began to use that talent to give Dick a feeling of satisfaction. I praised his work. I showed it to other children and other teachers. I asked him to illustrate many of our reading charts. This he did very well.

Reading was very difficult for Dick, and as soon as he had become better adjusted I began to talk with him about improving his reading. I told him that he was a very good artist but that an artist needed to know how to read and that I wanted him to make his reading as good as his drawing.

One day the junior high mathematics class had an exhibit of simple figures that the children had drawn and colored. The teacher of the class invited Dick to see the exhibit. He seemed to get much pleasure from this experience.

By now Dick was really trying to read well. Quite often he would forget and do unkind things in the room and on the playground. I talked with him and told him I needed his help with some of the younger children.

I also gave him some jobs in the classroom that gave him a feeling of responsibility. I called him my helper and continued to praise his art work.

By this time Dick's attitudes were so much improved that I could hardly realize that he was the same frustrated little boy that had entered the class in September. I talked with Dick's mother a number of times. She told me that he had changed a great deal; that she could see a great change in his attitude and behavior.

Through Dick's talent I had found a way to help him find security satisfaction, and a desire to do other things better.

8. The Handicapped Child

In all communities at one time or another a handicapped child enters school and presents a problem. In some communities these children are provided with a special school or, in some extreme cases, a visiting teacher is supplied.

A little boy enrolled in kindergarten. He was physically handicapped, wearing braces and using crutches. His parents cooperated with the teacher, Principal, and Superintendent. All persons were consulted and reached an agreement on steps toward the solution of the problem. It was agreed that the parents would be responsible for bringing their son to the schoolroom and coming after him at the closing period.

The little boy had a bright and cheerful disposition and created a rich field for moral and spiritual values. He needed assistance in sitting down. One child held his chair firmly while he sat down, and put his crutches against the wall. The children took turns doing this, and also in hanging up his wraps. The little boy was mentally bright, loved music, and participated in the classroom activities. He, in turn, was able to perform little duties such as passing napkins and holding the flag while the others saluted.

The teacher commented on the willingness of the group to accept him as one of them, their willingness to assist him, and the joy they seemed to receive in helping him. They very definitely had sympathy and not pity for him. The instructor said too that he gave or contributed "something" to the group that she or the others

did not have. The children learned thoughtfulness and consideration for someone less fortunate than themselves.

9. Understanding the World in Which the Child Lives

The study of nature in any and all of its varied forms can create in children many moral and spiritual values that will produce immediate and lasting attitudes. This is something all teachers can do. This is how one school working together, and with outside agencies, developed this abundant material.

As a result of our beautification work on our school lawn, various groups began to take field trips. For the lower age groups this started with a trip around the school yard, where they began to learn the names and locations of the trees and shrubs, and following this with the important facts that these very plants have much to contribute not only to individual well-being, but to the well-being of the universe. At various seasons these trips were repeated.

After the children made these trips in their own school yard, they planned trips in their community, and at this time they had the opportunity to compare the plant life of the community with that of the schoolgrounds. They were becoming conscious of the wonders of nature, and this was evident by the various leaves, seeds, and twigs they brought from home. They not only brought plant life, but they were beginning to bring animal life. This made a learning situation for the teachers and certainly an emotional adjustment for them, because they never knew what would be brought in next.

The third grade child's father sent in a magnificent specimen of a hornet's nest that he had found, and the child was given the privilege of taking it to every room in school for all of us to share.

A fourth grade child became interested in guppies, so a lady in the community sent the child a pair. This class did much research on the life and habits of guppies. The children did reference work and reading, and soon they watched eagerly for "Mrs. Guppy" to have her babies. When this time arrived the children were thrilled, but life dealt unkindly with the mother because she died before the babies all came. Seeing the children's disappointment, the teacher very wisely dissected the female and showed the children the embryo fish. They were so pleased to have had this opportunity that they took them to the Principal for her to see. Thus, they had witnessed both birth and death. They were not discouraged, for later they secured another pair of guppies along with a few snails, and it was not long until they were the proud foster-parents of guppies.

One of the third grade teachers visited in the South and brought a cotton ball and some cotton seed back with her. She shared the experience of this trip with her class by telling them about the trip, about the cotton fields, some of the many uses of cotton, and its part in our existence. The children wanted to know if they

could not plant the cotton seed, and see if they could raise cotton. They prepared the soil very carefully and planted the seed, and before the year was over their efforts were rewarded, for they had a cotton plant with real cotton on it.

Another group of children had become interested in the study of bees, a highly complex society; so they asked if they might have an indoor hive. They enlisted the interest of a Bee Society, and through this interest they were given a bee hive. Under the direction of a member of the bee club they learned how to care for the bees. They read much about bees, and this hive was an inspiration to the group for the whole year, for they were actually seeing the wonders of nature unfold before them.

10. Natural Resources

One group of children after studying about conservation became much interested in the drainage problem in one part of our school yard and on our playground. They asked if they might not do something about this, since this was their yard and they saw this need. The teacher readily went to work helping them plan their program. They called in a conservation expert who went over the area with them, and made suggestions as to what could be done. After he made his suggestions, this group visited a farm that had had extensive work done on it to correct erosion. With this in mind they came back to school to solve their problem. They asked a neighbor across the road if he would bring his tractor over and disk a field for them. They planted the balanced mixture of grasses for this type of erosion. Soon after these seeds were planted, we had many hard rains so that the stand of grass was not good, but they were not discouraged. This spring they repeated the same process. They also made a brick wall in the back of the baseball back-stop to stop erosion, and quite often they would check this, and if any of the bricks were loose, they would replace them. We felt that this had many values.

The examples that have been given have become a part of the child's life. We believe that many results will take place in the future from the seeds that have been planted. We believe that this type of program has the following values:

1. A concept of the universe as a logical, orderly, predictable thing
2. Sharing talent, material goods, and responsibilities
3. A feeling of responsibility to other individuals, to the group, and to the community

11. Student Withdrawal Study

In dealing with problems that have been present in high schools for many years we can analyze and develop preventive measures by looking at the problem anew and keeping in mind the moral and spiritual values that may be developed from such a study.

When the number of children of junior and senior high school age dropping out of school began increasing and the only apparent reason was that they reached the age of sixteen and were no longer interested in going to school, we became concerned about the situation. If it had not been for the workshop, we probably would not have considered this as a problem for us to be concerned about. Other studies had been made by educational groups in an effort to find out the reasons for this loss of pupils, but we wanted to know what the underlying facts were in our own community. We had the feeling that it was better for the child and also for the community that he stay in school at least until he had finished high school. We thought that we might not be offering him the kind of program that would be of value to him, if he did not have the ability or desire to go to college.

We first looked at his I. Q. rating to determine his ability. Had other ratings been available, they would have been used too. We then considered his previous school records, going back to his elementary work and on through to the subjects which he was taking at the time of his withdrawal. We were especially interested in finding out the subjects in which he excelled and the ones in which he had the most difficulty. We also considered his attendance, thinking that might indicate the point at which he lost interest and began staying out of school or missed because of illness. A part-time job might have been the cause of the lack of interest in school.

Most of the teachers were sorry when a pupil making good grades dropped out, but too often they would remark that it was too bad that Susie had quit school and then go on teaching subject matter as if nothing had happened. If a pupil dropped out whose record showed failures and lack of ability, the teacher might feel that it was good riddance and immediately forget that this child existed. So that all the teachers in the junior and senior high schools might feel their responsibility in the matter, they were asked to state their opinions as to why they thought the pupil quit school. Here we were not as specific as we should have been. Instead of just saying the child's attitude was poor, the teacher should have listed the ways in which he showed a poor attitude toward his work or school.

We also wanted to know what the pupil would give as his reason for quitting. In some cases the teacher talked with the pupil and could pass on to us what he had said about leaving school. If time had permitted we had planned to visit each of these withdrawals and get that evidence first hand. The Principal seemed to know the parents' attitude in nearly all these cases, but here again a visit with the parents would have been more convincing.

We were interested in the pupil's attitude toward his work and the school in general. We wanted to know what the pupil had done after leaving school. If he were working, we wanted to know the kind of work he was doing and if he was interested in it. We

wanted to know if the school could help prepare this group for the kind of jobs that would be open to them.

If the school was not holding these boys and girls, it might be possible to consider some changes in the curriculum which would make their school days more meaningful. With this in mind we would ask each one of these pupils to state the subjects he would have liked to have had the opportunity of studying.

This study of the withdrawals in our school was not worked out as thoroughly as it could have been because it was started too late in the year to get all the desired information, examine it, draw conclusions, and make plans for remedying the situation. Next year it would be better to check up on each individual as soon after the pupil quits as possible. We intend to take up this analysis with all the junior and senior high teachers this fall.

Now that we have become aware of this situation, it should make us more alert next year to look for signs of lack of interest and try to find some way of reaching the pupil before he becomes discouraged, try to discover his skills and interests, and perhaps get him interested in some related activity. If the problem is one of adjustment to the group, help him to feel that he can make some contribution. In the lower grades the teachers make an effort to have the pupil experience what they call a "we-feeling." It is just as important that the junior and senior high pupil should be made to feel that he is accepted by his group if he is to be happy in his work or want to stay with the group that will have the greatest influence in helping him to be good and useful citizen of his community.

12. Making Choices

Everyone has to make decisions, great or small. Sometimes we must sacrifice our wants for the group. We must learn to make proper evaluations. Here is how one teacher brought this to the child's attention:

Last year a third grade teacher asked the children if they would like to have some time all their own to do with as they wished, so long as they did not disturb their neighbors. Naturally, they were delighted. She gave them the opportunity to think over what they might like to do. Some chose to read, others to finish up art work, still others to study spelling, and some wasted their time. When the free period had ended, the teacher asked the children how they had spent their time and to share this information with the class. One child had been reading about rocks and told the children what he had read; another told a story; still another showed the picture he had drawn.

A discussion followed. Questions were asked; Would they like to continue this type of "choosing activity"? Was it worthwhile? Did they use their time wisely? Do they think they will use it to a better advantage next time? Each time the free period was given the teacher noticed a marked improvement in their tastes and the

decrease in the number of idlers. It was suggested that each child make his own chart and head it "Things I Do in My Free Period."

III. WAYS OF PLANNING AND WORKING TO DEVELOP MORAL AND SPIRITUAL VALUES

It is recognized that each individual and group have different problems and approach the solution of these problems from their own point of view. It is also recognized that the effectiveness of the individual teacher, faculty, and community leader is facilitated by well-thought-out plans of work. Illustrations of how some of the pilot school communities have discovered and emphasized moral and spiritual values in their programs may give guidance to others.

Some of the ways of working in which moral and spiritual values have been brought out can be thought of as individual plans, plans for working with the school group, and plans for working with the community. The plans presented here are some which were carried out last year by those who had attended the workshop and by those who are now thinking of plans for the coming year. They were worked out as examples of the ways an elementary teacher, a high school teacher, and a librarian are planning to meet their situations.

1. An Elementary Teacher's Plans

The new school year approaches and I realize what a tremendous challenge it is. A new group of children will be looking to me for guidance. Experiences of living and learning will lie before us. My task is to make these experiences as dynamic as possible.

Plans are necessary if the year is to be a pleasant, effective, and satisfactory period of mental, physical, emotional, and spiritual growth. To promote this growth, I have made some plans and have set up some goals. These are as follows:

- a) To know my children, their background, and their home life
- b) To be aware of the moral and spiritual values that are present in the experiences of the children and to develop these values
- c) To create richer and fuller experiences for my children by using more community resources, such as field trips, etc.
- d) To help the child acquire:
 - (1) A feeling of belonging to the group
 - (2) A feeling of respect and appreciation for people that differ from him
 - (3) An awareness and appreciation of the beauty and wonder of God's universe that is all around him.
- e) To be sensitive to the needs, interests, and problems of each child

To accomplish my objectives and reach or even approach my goals, I shall have to use various ways or techniques. Some of these ways are as follows:

- a) A visit to the home of each child
- b) Make and keep a chart for each child so as better to understand the child and his problems. The chart will contain the following:

(1) Name of Child	(6) Occupation of Mother
(2) Address	(7) Test scores
(3) Age	(8) Economic status
(4) Number of children in family	(9) Behavior
(5) Occupation of father	(10) Interests of child
	(11) Related information
- c) Organization of a reading club to promote richer reading experiences
- d) Art Exhibit of children's work to promote a feeling of satisfaction and accomplishment
- e) Organization of the class so as to develop a group feeling with a sense of privilege and responsibility
- f) Formation of a teacher-parent council which will give an opportunity for the development of school and community relationships through discussion of plans and problems

2. A High School Teacher's Plans

In my home room this year, I plan to develop an atmosphere of friendliness, helpfulness, and orderliness. In my classes, which are all in mathematics, I want to develop a willingness to attack problems, even if they seem to be difficult, encourage independent and clear thinking, a sensitivity to honesty, and an appreciation of the orderly universe, the beauties of nature as shown in geometric forms and symmetric arrangements.

3. A Librarian's Plans

In making plans for the coming year, I took the following facts into consideration. The fact that the ultimate aim of the school librarian should be to help pupils develop moral and spiritual values essential to successful living in the school community and being well-adjusted members of a democratic society. If the prime purpose of the school is to aid in developing good thinking and to instill the moral and spiritual values so necessary to good living habits in boys and girls, the librarian is vitally concerned with ways of promoting these objectives. A conscientious effort should be made to see that young people learn to enjoy reading, develop judgment in selecting worthwhile books, and acquire the habit and ability of using the library.

IV. SCHOOL AND COMMUNITY COOPERATION

The school realizes that its experiences are enriched by closer contact with the community. An example of this cooperation between school and community is a case of dealing with school ground beautification.

A case dealing with lawn beautification in which the entire school worked together and also brought in the community was presented by the Curriculum Analysis Group. They worked this out by dividing up the responsibility of caring for the lawn. Each week a different room was given this privilege. In the upper grades the rooms would select a committee for this task, but in the primary rooms the teacher would take the entire group out to help care for the lawn. The older boys and girls, with the help of the janitor, made a study of the soil in different parts of the yard and suggested the kinds of plants that would grow well in that location. Then each room selected the part of the yard it wanted to work on.

The plants left over from the fall festival of the P. T. A. were given to the school. The P. T. A. for years had been interested in keeping the lawn beautiful and each year had set aside money for this purpose. The man who is now serving as janitor had been the yard chairman of the P. T. A. for a number of years. Any suggested improvement or change was always reported to the P. T. A. group.

Money from the school store was used to buy some flowers and shrubs. The children brought in plants from their homes and also many wild flowers. One boy suggested whitewashing the foundation of the school building. He volunteered to mix whitewash and, with the help of a classmate, applied it.

The mother of one of the teachers who lived in the adjoining city was a member of the garden club. She suggested a formal arrangement which was worked out by adding a bird bath to the rose garden.

A shrub was planted by the sixth grade after the children had made a study of evergreens.

Among ways to intensify its efforts in helping the school and community to discover the importance of moral and spiritual values, one of the pilot schools plans to use the following:

1. Establishing Public relations with the community through the radio, press, civic clubs, and the ministerial organizations
2. Cooperating with the P. T. A. Committee on moral and spiritual values and planning a workshop for parents and faculty
3. In cooperation with the P. T. A., plan to have several community nights to which all the community will be invited

V. OUR EXPERIENCES IN REVIEW

In our analysis after having had another year of teaching since our experiences in the first Moral and Spiritual Workshop, we found that all participants remarked on the fact that this past year of teaching had been the most effective and enjoyable one of their teaching careers.

Last year we studied everyday situations that had come up during the preceding school year. We had the facts of a case given, the problem stated, and then the group picked out value-potentials that might have been there. Now after another year of teaching with the use of this experience, we are able to give illustrations with values that we had recognized and stressed at the time of their appearance.

We are more aware of the fact that it is very important to keep a record of these experiences. How the problem was recognized, the techniques used in dealing with the problem, and the outcome are important to the guidance of future workshop groups. Our experience has also shown us the need for more detailed study of the community. It is only through continuous study and analysis of the school and community situations that plans can be set up to meet their needs.

Through our experience we have found that in working on any project or problem one of the most fundamental elements is the planning which has to be the result of the thinking and working together of the group.

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II CURRICULUM ANALYSIS

Personnel

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This report is the outcome of a cooperative project in which each member of the group shared responsibility for each part of the project. Because of the limits of our experience, we found it necessary to use one hour daily for reading professional books and searching courses of study of several school systems (see bibliography). Following this period of study, we met for a discussion of the information we had gained in our reading, and for developing cooperatively statements based on our reading discussions.

I. OBJECTIVES AND METHOD

We recognized that because of limitations of time our project could not take the form of an exhaustive, completed listing of values and where they might be found in the curriculum, but rather that of a suggestive list which might be helpful to teachers.

We decided our project should take the following form:

1. An analysis of the curriculum as found in most Kentucky schools today
2. A statement of values for democratic, creative living
3. A search for these values in the content of the curriculum

We set up the following guideposts to help us in our study:

1. We will base our project on the assumption that the responsibility for the development of moral and spiritual values is in the public schools
2. We will confine our study to the content of the curriculum; that is, to the subject matter fields, as such
3. We will try to produce something the classroom teacher can use in his daily program
4. We will try to find ways in which teachers can be helped to re-examine their values

5. We want to emphasize the fact that this is not a new field to be added to the school program, but is rather a new emphasis or direction within the present content of the curriculum

We decided that the materials we produce should:

1. Be usable
 - a) Applicable to the typical daily program
 - b) Concise and suggestive, not diffuse or encyclopedic
2. Be pointed toward raising moral and spiritual development above the level of mere verbalization to the level of changed values and altered behavior

We believe that the primary purpose of education is that of abundant living here and now. This study is based on the assumption that creative, democratic living here and now is the best preparation for adult life.

II. ANALYZING THE CURRICULUM

We discussed the curriculum of Kentucky schools and suggest that as our cultural heritage it might be broken down into the following divisions:

1. The Humanities: Language, Music, Art, Literature
2. The Social Sciences: History, Geography, Civics, Economics, Social Studies, Problems of Democracy
3. The Natural Sciences: Astronomy, Geology, Chemistry, Physics, Biology, Physiology
4. Mathematics: Arithmetic, Algebra, Geometry, Trigonometry

III. THE NATURE OF THE CURRICULUM

The school curriculum is the sequence of experiences which result as teacher and learners work together on individual and group concerns of everyday life.

The curriculum must be designed to do more than pass on the cultural heritage to the next generation. It must also give children and young people experiences which will help them to meet persistent life situations successfully and to improve the quality of living in their communities. The cultural heritage is utilized as it contributes to understanding and control of present day personal and social needs, which we believe are of primary importance.

IV. STATEMENT OF VALUES

In areas in which values in our society are in conflict, the function of the school is to help pupils identify and clarify the values they hold and see the implications of those values for social or-

ganization and action. A complementary responsibility is to give students an opportunity to exchange ideas and experiences and to have new experiences as a means of evaluating and revising the values they hold.

A teacher cannot avoid helping pupils develop values. Through his behavior, the type of classroom environment he builds, the way he treats curriculum content and the way he works with pupils and adults, the teacher is influencing pupils in the development of their values. Values are being built up as the residue of experience, regardless of what subject matter is being taught in the curriculum.

The group assigned to search for moral and spiritual values in the curriculum recognizing the fact that there is a growing conflict between the materialistic and the creative, spiritual ideologies, feels that the public schools have a definite responsibility in the re-discovery and re-emphasis of the values which good teachers have always attempted to foster in their classrooms.

In attempting to identify the values inherent in the curriculum, we have searched courses of study in many subjects, textbooks, and the literature of professional publications.

After some study and much discussion on the values we found, we decided to think of values under two headings: (1) those which help individuals in successful group living; (2) those which help individuals to achieve a maximum level of self-realization and creativeness.

We have been careful not to choose those values that depend upon crisis situations for highlighting, but rather those values which are to be found in normal day-to-day contact with curriculum.

The curriculum group recognizes the fact that the list of values included in this chapter is not a complete catalogue of values, but that it is merely a list designed to stimulate the thinking of those who want to promote this program in their own classrooms.

The values we have listed are found in the various subject fields of the curriculum and no one value is related exclusively to any one area of subject matter. The following moral and spiritual values represent a beginning in the listing of values that we think are important in creative, democratic, living. The alert teacher will find many opportunities within the content of the curriculum for sensitizing children and young people to them:

1. Experiencing some degree of achievement
2. Respect for the opinions, rights, and property of all human beings

- (3) To go on a far journey and to return refreshed and ready for anything
- (4) To live fully for a short time at least
- (i) Shows that all men's lives are related—that man's life is lived in a web of cross currents
- (j) Removes the tendency to reject or blame and substitute a frame of mind which seeks to understand the factors which generate a given behavior
- (k) Produces increased social sensitivity, helps the reader to put himself in another's place, thus creating imaginative sympathy
- (l) Gives a vision of a greater future than the reader's age or cultural group can envisage
- (m) Provides the power to bring order and significance to much of life. Order and significance emerge through presentations of situations in significant patterns, causal relationships between actions, approval of certain kinds of personalities and behaviors. Meanings are attached to otherwise brutal facts
- (n) Helps to form the personality of the reader by making him aware of the fact that in terms of his own bent he can accept or resist pressures, can choose one line of behavior rather than another, that he reacts upon his environment and reinforces or modifies it—that he can influence his own future intelligently
- (o) Gives the reader a sense of the validity of his own personality and of his personal response to the experience
- (p) Helps the reader to assimilate the cultural pattern of his group
- (2) The teacher of literature needs these understandings:
 - (a) Literature puts its greatest influence upon an emotional level
 - (b) Literature must be experienced to have a valid influence on the reader
 - (c) Values do not come through informing but through additional experiences
 - (d) Literature experienced must deal with the concerns of the reader
 - (e) Real reading experience is a complex, unstereotyped, never-to-be-duplicated combination of book plus the reader
 - (f) Many contemporary works are far superior for a particular reader than any classic at that moment
 - (g) Literature has social origin and social effects
 - (h) Literature read *just for fun* is perhaps the most influential of all reading
 - (i) The teacher must *experience* literature before he can help another to enter this great adventure

- (3) Some approaches which may assist the teacher in helping pupils to derive from literature those moral and spiritual values which literature does promise are:
- (a) Know the concerns of the individuals and groups whom you are trying to teach through literature
 - (b) Discover the readiness of the reader for the materials—vocabulary, reading skill, powers of attention, emotional development, experiences, and needs
 - (c) Make recommendations on the basis of possible links between the materials and the reader's past experience and his present emotional level
 - (d) Provide a wide selection of reading materials and let the child help himself
 - (e) Talk honestly with the reader or the group about what has been read. Recognize the validity of the reader's response. Exchange reactions, explain setting, or author's life and style and viewpoint to help the reader refine his primary reaction
 - (f) Analyze the content in light of its values, human relationships, character delineation and personality rather than in the light of factual presentations
 - (g) Base oral and written composition on real life situations and moral issues, thereby providing opportunities for pupils to clarify and express attitudes, opinions, and value judgments
 - (h) By discussion enable the student to gain the full meaning of the communication which the author is trying to express
 - (i) Enable the student to interpret and evaluate the author's communication and extend it into his own set of meanings to the end that these may be reorganized

2. The Social Studies:

a) Values of the Social Studies:

(1) The content of the social studies provides many experiences that help pupils discover the essential principles of democracy. Teachers should watch for opportunities to emphasize these principles and to give pupils practice in differentiating between democratic and undemocratic situations. (Curriculum Bulletin 8, Part 6, *Problems of Democracy*, Louisville Public Schools 1948, pages 15-46).

(2) Use materials which show that the world is a place of many races, cultures, creeds, and occupations, and that each has made recognizable contributions to the richness of our civilization. (Film, *The House I Live In*, M-949).

Booklet By Evbree, Edwin R., *Peoples of the Earth*. New York and Philadelphia: Hinds Hayden, Eldredge, 1948, may be used.

(3) Through the use of materials dealing with current happenings and of free open discussions on current controversial questions we can develop in young people the ability to appraise the current scene critically. Materials should be so chosen that the pupil will be helped to develop an awareness of significant events as they take place in his world and to discover the basic reasons for them. Emphasize the human factors in economic movements.

(4) Use materials which will help pupils understand the continuity of history, viewing events and ideas in relation to the structure of modern society. (See *Across the Ages* by Capen)

(5) The social studies program should sensitize young persons to antisocial values inherent in the careless exploitation and waste of natural and human resources. (See *This Useful World* by Sears, Quillen, and Hannah.)

(6) The social studies program should provide many opportunities for the pupil to observe the condition of minority groups in his own community. This may lead to a recognition of the fact that no nation can truly be democratic which does not respect the rights, privileges, and human dignity of its minority groups.

(7) The social studies in the primary grades should be concerned with the child's growth in the ability to think and act in an ever-widening social sphere.

(8) There is a place in the social studies curriculum for pupils to gain a concept of the part the church plays in the community and national life. Young children can discuss their churches and what they do at church. Older children can take part in the units based on the music, art, or architecture of churches. High school courses provide opportunities for a discussion of problems which all churches are facing today.

b) The curriculum must be planned to do more than give to each new generation a cultural heritage; it must also offer experiences which will help the youth of the nation cope with present-day situations. Through these experiences certain moral and spiritual values may be acquired, such as:

- (1) An appreciation of our country's past
- (2) A faith in our country's as well as the world's future
- (3) An understanding of the present
- (4) A self-control in the pupils
- (5) A realistic attitude toward change
- (6) A constructive attitude toward the operation of government
- (7) A world understanding and outlook

(8) A development of spiritual and ethical values:

(a) Recognizing the changing concept of man's relationship toward God

(b) Evaluating or recognizing of the changed concept of man's relationship to his fellowman

(9) A belief in the potential value of man

(10) A belief that through group action men will sense a movement of good will among men

c) An appreciation of America's past is an emotional and intellectual reality that may be arrived at only after one has had the opportunity to live through learning the experiences of those who have helped to bring us where we are. These experiences can perhaps best be had through a knowledge of the leaders, what they stood for, and the situations in which they lived and worked.

Here the teacher may make good use of a suggested reading list, including particularly autobiographies and biographies.

A faith in our country's future is a value which seems never to have waned. From the time of the pioneers who came to the "stern and rockbound coast" to the present frontiers in science, education, etc., varied obstacles have presented themselves.

d) An examination by pupils and teachers of our cherished documents may be made in order to bring out the standards which have inspired us to have faith in the future of our country. Among the documents to be studied could be:

(1) Mayflower Compact

(2) Declaration of Independence

(3) Lincoln's Gettysburg Address

(4) Messages of the Presidents

(5) Charter of the United Nations

e) To arrive at a full understanding of the present in its relationship to the past and the future the teacher may direct the learners to become better acquainted with situations close at hand. In so doing the learners have experiences which produce values-potential.

Suggested activities to be varied according to the various grade levels:

(1) Solve problems of research (as set up by the pupils themselves)

(2) Have study groups and reports on:

(a) America's land and its contributions to the development of America

(b) America's people, races, creeds, etc.

(c) Public services

(d) American business, labor, industries, etc.

(2) Make comparisons of our land and people with those of other lands and peoples

(4) Consider for discussion controversial issues, taking care not to propagandize

f) Self-control in pupils may be developed if conditions are such as to lead a child to make decisions after he has the proper knowledge, attitude, and experiences leading up to a decision.

To promote self-control experience in fair play, justice, tolerance, respect for others will be needed.

g) Change is inevitable. To develop a realistic attitude toward change, a good foundation will already have been laid if the pupil has an appreciation of the past and an understanding of the present. If the pupil is aware of the promises of the past, he will be expecting changes.

The teacher may informally bring out in the general conversation with the pupils that the great changes which have been made within their lifetime are important.

h) Perhaps one of the best approaches to a constructive attitude toward the operation of government would be through a study of the services of government, and that government itself cannot render them by itself, but only as an individual is willing to share the cost of maintaining these services.

In the local area the teacher may point out certain services or projects rendering services of local interest to the group. Perhaps a visit to such projects would be advisable, depending upon the grade level of the pupils.

Again, someone connected with the project may come to the classroom and tell the story of the project. High school groups may visit a meeting of the community council, or planning board of the area in order to become better acquainted with the necessary procedures involved in taxation, construction and operation of any one of the public services.

A follow-up of these experiences may be made to include visits to projects of state and national interest. The teacher may, within the class activities, guide the pupils to see that the principles which are acceptable in their relationships with each other are the same as those which nations should accept.

Those principles may be thought of as fairness, decency, tolerance, honesty, kindness, and appreciation.

i) A development of spiritual and ethical values in recognition of the changing concepts of man toward God and man toward man

offers a challenge to the best of teachers and the public schools. The character of the teacher and the program of the school will play a vital part in the development of such values.

A class may choose to review its study of peoples and what effect the changing of men's concepts has had upon the lives of people throughout the history of man.

A careful selection of films may be found to be appropriate in some instances. Only when an individual has come to believe in the potential value of himself and others can he feel that there will be any reason for striving to make the best use of his time and effort.

j) With a word of praise for seeing a job well done, a pupil on any grade level glows with pride and his spirits are elevated to participation in other activities. In the field of social science we readily recognize the results of group action.

k) A study of the United Nations Organization and its place in a good will movement can be carried out with project groups searching for information, discussions of information secured, and evaluation of the study itself. It is hoped that these suggestions may be of help to some in answer to their question as to how they can plan activities through which the learners may experience growth in moral and spiritual development.

3. Science

a) We are living in an age of rapid change, and science is playing a predominant part in bringing these changes about. It seems reasonable to predict that forces of science and social change will play an increasingly important role in the lives of individuals. More and more they will be confronted with problems which have causes arising in the area of science. This role of science is a basic factor in many of our present day social problems. This fact makes it essential for the science teacher to look for the ultimate good of his instruction beyond the narrow confines of pure science to the social, moral, and spiritual implications. Science teachers are faced with the necessity of becoming sensitive to the problems of boys and girls and so setting a stage for learning that science materials will make a contribution to their growth, morally and spiritually.

We hold that:

- (1) Science teaching should lay the foundation for cause-effect thinking, thus replacing superstition with fact
- (2) Science should be taught in such a way that a clear concept of a supreme creative force in the universe results

- (3) One of the outcomes of good science teaching is a concept of the universe as a logical, orderly, predictable place
- (4) Science teaching should develop these understandings, concepts, and attitudes which result in a better adjustment of the pupil to his environment
- (5) The science program should provide for the development of reflective thinking, intellectual honesty, open-mindedness, and suspended judgment
- (6) The science program should give pupils an insight into the interdependence and interaction of all living things, thus emphasizing man's responsibility for keeping a balance in nature
- (7) Laboratory projects offer rich opportunities for cooperation, courtesy, individual initiative, and the exercise of personal integrity
- (8) The science program can make a contribution to improved relations by providing opportunities for pupils to acquire functional information about the races of men
- (9) The science program should give pupils the kind of information that will result in the maintenance and improvement of personal and community health
- (10) The science program should provide opportunities for pupils to apply the scientific method of thought toward the solution of everyday problems
- (11) The science program should recognize relationships of the land to the quality of living among the people
- (12) Teachers of science should recognize the fact that science exists for man and not man for science

b) Science projects offer opportunities for cooperation, courtesy, individual initiative and the exercise of personal integrity. The school journey or field trip is the most real and concrete situation of all techniques because:

- (1) It brings the pupils into direct contact with objects and phenomena in their natural setting
- (2) It stimulates interest in natural as well as man-made things and situations
- (3) It helps children to organize their knowledge
- (4) It develops initiative
- (5) It promotes the consideration and solution of problems arising from individual and group participation in natural social settings
- (6) It affords opportunities to develop keenness and accuracy of observation
- (7) It provides helpful practices
- (8) It serves to arouse ambition
- (9) Pupils experience the joy of discovery

c) The following list is suggestive of the wide variety of pos-

sibilities in which the field trip would make science teaching more interesting and more meaningful.

- (1) Field trips to identify and classify animals and plants
- (2) Visits to museums, zoological parks, botanical gardens
- (3) Trips to caves and other natural phenomena
- (4) Visits to industrial plants
- (5) Observation of various heavenly bodies
- (6) Field trips to study agents of weathering and erosion at work
- (7) Visits to engineering projects
- (8) Trips to telephone buildings, aeroplane fields, radio stations, and power plants

d) To develop attitudes and understandings, a background of appreciation peculiar to science should become one of the desired outcomes of this area.

- (1) The story of Louis Pasteur and his services to humanity may be read
- (2) The persecutions of Galileo in the name of science may be brought out
- (3) Edison, and the discovery of the electric light may be studied

e) To elementary teachers there are no separate fields of study. They say that education is an integrated program, but because such a large part of the active interests of children involve exploring the scientifically derived natural environment, elementary science is the one chief element in such an integrated program. Suppose a child undertakes to grow a flower from a bulb:

- (1) He will learn the conditions necessary for growth
- (2) The experience may open to him a new means of enjoying leisure time
- (3) He may, through the activity, make a contribution to the home or school
- (4) It may bring emotional satisfaction
- (5) This undertaking may enable him to learn that living things are dependent upon a suitable climate
- (6) He may discover an interesting life work

f) Listed are a few of the many activities that could be developed in elementary science:

Autumn Science Activities

- | | |
|--|---------------------------------------|
| (1) Establishing a nature trail | (6) Holding a harvest festival |
| (2) Keeping a nature calendar | (7) Preserving the beauties of autumn |
| (3) Making friends with birds | (8) Cooking a meal out-doors |
| (4) Learning to know the common trees and their uses | (9) Stocking the Aquariums |

- (5) Learning to know the fall wild flowers

- (10) Making a collection of stones which tell a story of the past

Winter Activities in Science

- (1) Watching the changing day
- (2) Making evening sky maps
- (3) Making a study of a snowflake
- (4) Setting up a simple weather station

- (5) Befriending the winter birds
- (6) Comparing our range of foods
- (7) Holding a winter flower show
- (8) Tracing the activities of animals

Spring Activities in Science

- (1) Discovering signs of Spring
- (2) Growing tiny plants and animals
- (3) Observing the effects of an April shower
- (4) Tracing the story of a stream valley
- (5) Planting a tree

- (6) Starting plants for own home garden
- (7) Caring for pets
- (8) Helping mother hen rear a family
- (9) Protecting a wild flower nook
- (10) Holding a science exhibit

Some values received from these activities would be:

- (1) Experience contributing to the concept that climate is the great condition to which all life must adapt itself
- (2) Interest in bird life and enjoyment which will lead to conservation
- (3) Interest in seasons, law, and order of nature
- (4) Concept of our dependence upon plants
- (5) Adapting one's self to the process of nature
- (6) Understanding the controlling influence of environment
- (7) Health through adapting living to seasonal conditions
- (8) A broader concept of space
- (9) Greater enjoyment of trees, and appreciation which leads to conservation and the planting of trees

This comparison came out of a biology class. The pupils were studying the different types of animals. A flat worm was mentioned and commented on. The children became very interested and made a detailed study of the flat worm. They found that it was a worm that fastens itself to the intestines of animals or men and is entirely dependent for its food upon its host. They also found that it had no need for eyes, feet, or legs, or even a digestive system; in other words, it has degenerated into an entirely parasitic animal. The children learned this value that if a student depends upon his parents or fellow classmates to do his duties for him, he will degenerate into a helpless, uneducated individual.

We maintain that the artist—teacher can find many ways and opportunities to stress the spiritual values in the daily work of his teaching science. "No hurried desire to finish an over-crowded

curriculum, nor irritating anxiety to prepare for examinations should influence a teacher to add merely to the store of information at the expense of omitting an ethical lesson that may change the whole course of life for some of his students."¹

4. Mathematics:

a) Criteria:

As teachers of mathematics we have found that there are many opportunities to discover, emphasize, and develop moral as well as spiritual values in this field. In the following development we will try to point out some of these values which may be brought out and suggest situations in which these values could be developed in the most natural manner. In selecting the material for this study, we have used the following criteria:

- (1) Problems should be related to life situations and should make apparent the social usefulness of mathematics
- (2) Mathematics should aid in understanding of the Universe by serving as a medium for examining and understanding natural phenomena
- (3) Mathematics should give the pupil that kind of experience which enables him to grow in the ability to make sound judgments with respect to practical quantitative problems

b) Arithmetic in the Home:

- (1) Making a personal budget
- (2) Keeping a personal expense account
 - (a) Plan how child's money should be spent
 - (b) Point out the dishonesty of living beyond one's means
 - (c) Show that child should not spend all of his money on himself. Point out that he should contribute to church and civic projects, buy gifts for others, etc.
 - (d) Determine fair ratio between money spent for necessities and luxuries or recreation
 - (e) Consider source of child's allowance and the effort of family to provide it. Discuss whether child could help in earning some of his own money
- (3) Studying of family's plan for spending. This study will probably follow the plan above with the division of income for food, shelter, recreation etc. on a percentage basis. Show the foolish use of money because of excessive interest in buying non-essentials on credit by installment plan.

¹From speech by Gabriel Mason during the annual Convention of the National Association of Secondary School Principals.

c) Arithmetics of Banking:

Encouraging Thrift:

- (1) Study types of savings accounts
- (2) Show how through consistent savings small things become large. By study of compound interest show how quickly a dollar will grow into two.
- (3) Point out value of having credit and good financial reputation in one's community
- (4) Study rate of interest paid when you borrow from a loan or finance company

d) Arithmetic of the Community and the State:

Emphasizing the obligation of a citizen to government for services rendered him:

- (1) Discuss methods of collecting taxes, duties, and revenues
- (2) Stress honesty with respect to tax evasion, smuggling, and hidden assets

e) Social Arithmetic:

(1) Insurance:

- (a) Emphasize importance of insurance to protect yourself and others
- (b) Point out consideration for welfare and security of others

(2) Social Security:

- (a) Emphasize importance of saving for old age
- (b) Create desire of individual not to become dependent on society
- (c) Study responsibility of employer to employee and vice-versa

f) Methods of Representing Facts:

(1) Statistics:

- (a) Learn that not all statistics tell the truth. Statistics often distort facts
- (b) Develop critical evaluative attitude toward statistics
- (c) Urge honesty in representing facts

(2) Graphs:

- (a) Use graphs to call attention to and encourage improvements in school situations such as tardiness, community chest contributions, individual achievement records
- (b) Show how graphs may also be dishonest

g) Arithmetic of Measurement:

(1) Developing Idea of Relative Values:

- (a) Show that in some instances we measure and express results more carefully than we do in others
- (b) Point out that exact measurement is impossible

h) Intuitive Geometry:

(1) Providing an opportunity to become acquainted with some phases of geometry without a formal demonstrative study:

- (a) Develop appreciation of form in common-place objects—a silo, flower beds, the cable of a bridge, a crayon box, a tennis court—everyday objects
- (b) Point out fact that “God eternally geometrizes” as evidenced in the cylindric forms of trunks of trees, the curves of the circle, and the ellipse formed by cutting directly or obliquely across the trunk of a tree, that the planets move about the sun in elliptic paths, that a pile of coal or lava assumes a conical shape, that many fruits grow in the shape of a sphere, that a cross section of an orange illustrates vividly the parts of a circle, that a perfect quartz crystal has the form of a six-sided prism with a pyramid at each end, that one of the most important elements of beauty of a butterfly, snowflake, or even the human body, is that of symmetry
- (c) Show importance of happiness and beauty in modern life due to mathematical principle involved in the camera, modern design in furniture, church windows, textiles, etc.

i) Algebra:

(1) Checking:

Show that pupil learns to seek truth and is dissatisfied with results that are not accurate.

(2) Using the Formula:

Point out the simple and direct means of expression in the formula.

(3) Developing the power to generalize:

Recognize the value of discovering probable general rules from special cases.

j) Demonstrative Geometry:

(1) Training in Fundamental Modes:

- (a) Original thinking
- (b) Logical thinking
- (c) Rejection of irrelevant facts

(2) Appreciation of Beauty of Form

k) Mathematics As a Science:

- (1) Eternal truths in mathematics
- (2) Functional relationships
- (3) Gives broad conception of the Infinite

5. Music

a) Music classes and performing groups yield an excellent opportunity for cooperative experiences. Participation in these groups stimulates in the individual a feeling of responsibility toward the larger group.

b) Teachers should use songs that illustrate the contributions that all races, religions, and nationalities have made to our culture.

c) Teachers should use materials that provide insights into other cultures and periods of history. Music can be made a bridge of common experience between pupils and the people of other lands and times.

d) Musical activity is often the vehicle for the objective expression of one's highest ideals and subtlest emotions.

e) Emphasize skills that can be carried over into leisure time activities (e. g., listening and singing).

f) The teacher should encourage pupils to express value judgments about music heard or sung.

g) Too many schools have restricted the music program to the talented few. This program ought to be extended to all pupils through such activities as the school assembly, the general music class, and homeroom singing.

6. Art:

a) The experiences of the art program help children develop a spontaneous enjoyment of beauty wherever found.

b) The teacher should encourage children to make frequent aesthetic judgments and choices. This gives them practice in value discrimination.

c) Art activities should be so guided that each child will get a feeling of success from his creative efforts. This means that many materials for art expression should be available to the teacher.

d) Art appreciation should be taught so as to provide insight into other cultures and periods of history. Such teaching frequently has the effect of developing sympathetic understanding for other nationalities, races, and social groups.

e) Emphasize skills and understandings that can be carried over into leisure time.

f) Many children who cannot learn through abstract concepts may be helped to understand our heritage through art appreciation

g) Creative work in art makes provisions for total growth and may lead to better mental health.

h) Teachers should encourage children to express their inner feelings through graphic, creative expression.

i) Give pupils an opportunity to observe that man's worship of God is recorded in a long series of paintings, illuminated manuscripts, stained glass windows, and beautiful architectural designs.

7. Foreign Language:

(a) The teaching of foreign languages, through improving communication, should result in:

(1) A sympathetic understanding of other nationalities

(2) Freeing growing individuals from narrow-minded prejudices and hatreds

(3) Stressing the cultural interdependence of nations

(4) Gaining insight into the cultural values of other nationalities

b) Teachers should use materials which have some ethical value ("Gospel of St. John" 2nd year Latin "Cicero's De Officiis" 2nd year Latin)

c) Use foreign-language periodicals which bring out current happenings in other countries

d) Correlate language study with art, music, and literature

8. Health

a) Health instruction should be primarily concerned with developing those habits and attitudes that lead to good physical and mental health, not with merely imparting masses of information about the structure and physiology of the human body.

b) The health program makes available to pupils the kind of information that leads to an understanding on the part that both sexes play in the process of human reproduction. This should lead to mutual respect and, consequently, to wholesome boy-girl relationships.

c) Health instruction should provide the kind of experiences that will give the child the desire to carry health habits and information into his present home life.

d) The health program should provide opportunities for pupils to become aware of the responsibility of parents in rearing children and in planning healthful, attractive, and happy homes. (Curriculum Bulletin 3, Par. 3, Louisville Public Schools, 1948, pages 184-224).

e) The health program should help children and young people to accept any temporary or permanent handicaps, either in themselves or their classmates, or others, in good spirit, knowing that the handicapped individual can still have happiness in his own life and can make worthwhile contributions to his family, to his social group, and to his community.

f) Pupils should be helped to grow in their feeling of responsibility for the health and welfare of their fellowmen:

- (1) Through first-hand observation of unsanitary housing conditions
- (2) By dramatizing the effects of irresponsible health habits in crowded neighborhoods
- (3) First Aid courses

g) The health program can make available the kind of information about the human body which one needs for the kind of self-understanding that results in self-direction and a feeling of security.

9. Vocation Education

a) Industrial Arts:

- (1) Industrial Arts should be so taught as to develop in each pupil the appreciation of good workmanship and good design
- (2) Industrial Arts should develop in each pupil pride in his ability to do useful work
- (3) As the pupil works at his project he learns to care for himself in many kinds of situations
- (4) Use experiences that will develop in each pupil an attitude of readiness to assist others when they need help and to join in group undertakings
- (5) Work in industrial arts gives the individual a chance to develop responsibility for completing work he has begun, responsibility for developing habits of personal industry, and the ethical integrity illustrated by the manner in which every finished concrete article reveals the character of material and workmanship which have gone into its construction
- (6) Industrial arts provide an opportunity for pupils to develop an appreciation and regard for property through the care of equipment

b) Commercial Training:

- (1) Commercial subjects should be so taught that the pupils have many opportunities to develop habits of neatness, accuracy, responsibility, initiative, and conservation of materials
- (2) Commercial training should give pupils an opportunity to discover the basis for good employer-employee relationships.

This would include a recognition of the office worker's responsibilities, duties, and privileges

- (3) Pupils have frequent opportunities to evaluate their growth in concentration, thoroughness, and integrity

c) Agriculture:

- (1) Frequent opportunity should be provided for the pupil to evaluate critically his own product and practices
- (2) Participation in fairs and shows provides youth an experience in winning and losing, an important factor in individual growth
- (3) Agriculture should be taught so as to make young men aware of the values basic in judging good workmanship and art
- (4) Instruction in agriculture should make pupils aware of the human and social values behind the conservation program

d) Home Economics:

- (1) Provision should be made for pupils to participate in a wide variety of co-educational experiences pointed toward establishing relationships which will lead to a more intelligent selection of mates and to living happily with them
- (2) Home economics teaching should include ample provision for developing in young people a love of children and an understanding of the responsibilities of parenthood
- (3) The home economics program should give the kind of information which will help young people in achieving appropriate grooming for individual satisfaction and social approval
- (4) The home economics program should emphasize the fact that homemaking is a job to be worked at, and that marriage and homemaking are cooperative affairs
- (5) The home economics program should give a large place to the planning, maintenance, and management of an attractive home
- (6) The home economics program should give ample opportunity for exploring the problems of homemaking
- (7) The home economics program should help young people find outlets for creative expression in food, clothing, home-craft, and home furnishings

VI. CASE MATERIALS

1. Winning by Honest Means or Development of Mental Honesty Through Oral Language:

While the eighth grade was studying world relationships of the United States, the question was asked: Did the United States have the right to use the Monroe Doctrine as a "Big Stick" for intervention in the affairs of our Latin American Neighbors?

The children talked about the problem, one saying one thing, another the opposite. The discussion had little direction and was

leading nowhere. Finally the teacher, through questions, led the children to review the Monroe Doctrine and the conditions of the Latin American countries. Other questions revealed the fact that the pupils knew all too little about the facts in the case to justify making a decision or taking sides.

This discussion followed—

Teacher: How shall we deal with the problem?

Ralph: Couldn't we have a debate?

Teacher: What would you do in a debate?

Jerry: We would have sides and each side would study the question and try to prove it.

Martha: Each side would try to win.

Teacher: Do you want to prove your point, win a debate, or find an answer to a problem?

Alice: In a debate everybody wants to win.

Teacher: Yes, I'm sure that is true. But I wonder whether you want to win or to learn the truth. (There was no answer).

Teacher: Sometimes people try to find answers to questions or the solution to a problem by forums or panel discussions.

(There was then a general conversation about *Town Meeting of the Air* and the *Lexington Forum*. During this discussion the techniques, organization, and methods and purposes of forums and panels were developed. Then the unique characteristics of a debate as a means of communication were explained and discussed.)

The class voted on proceeding by means of debate or forum. The majority of the class voted to use the forum. (At this point, the pupils developed two evaluation sheets to be used in judging their performance. One was called "A Pattern for Discussion"; the other was an "Evaluation Chart.")

Twelve children who were interested in the original question and who wanted to participate in the forum were chosen for the forum group. They were still so involved in the debater's attitude that they grouped themselves into *pros* and *cons*. Each panel of six chose one of its members as chairman to direct that panel. The whole group chose a 13th person to preside. Each group divided the responsibilities among its members. Members of the groups located and shared materials. Some members assumed responsibilities they did really want.

As the work and study progressed, the debaters' attitudes kept creeping in. Alice, an excellent pupil, came to the teacher with a problem.

Alice: This sentence really helps prove what I want to say. But the next sentence tears it all down. Can I use just the first sentence and say nothing about the second one?

Teacher: What are you trying to do, win or promote the truth?

Alice: I'd like to make my point and it's awfully hard to find proof for it.

Teacher: You'll have to make that decision, and you can decide it only in the light of what you want to do, to win or to promote the truth.

Alice made no verbal response, but she chose to win. She quoted the sentence which proved her point and ignored the second sentence.

After the discussion, which was a hybrid form—a sort of debaters' forum—a test was given. Members of the forum who had been strongly motivated by their desire to win, made some gross errors in fact. A discussion of the test results and the situation as it had developed brought out these ideas:

- a) Some persons convinced themselves by working so hard to win. Alice told the class about her decision in regard to the two sentences
- b) Quoting only part of what another says or rearranging the order of statements is unfair, dishonest, and often harmful
- c) Conclusions or judgments are more likely to be sound if you don't make up your mind until you know all you can about the case
- d) It's hard to admit that your country can be wrong, but it's necessary to do so if you want peace
- e) Big nations sometimes bully little nations
- f) It's hard to admit your mistakes and to undertake a new plan like the Good Neighbor Policy

This "case" covered part of a period for several days and two or three whole periods. While the forum members were doing their work in preparation for the forum, other members of the class were busy on their own particular jobs. The whole class heard and evaluated the forum, helped make the evaluative criteria, took tests, and participated in the planning for the forum and in the discussion following the test.

The following may be regarded as a discussion pattern:

- | | |
|--|--|
| a) Choose discussion leader | d) Stick to point |
| b) Begin with a definite problem or topic in mind | e) Keep driving toward your goal |
| c) Give every one a chance to express his ideas or to give suggestions | f) Make a results summary |
| | g) Judge or evaluate results and set up new goals, if needed |

An evaluation chart may include the following questions:

- a) Did I sit back and let others do the thinking?
- b) Did I take an active part in the discussion?
- c) Did I think before speaking?
- d) Did I offer ideas that were real contributions?
- e) Did I wait my turn?

- f) Did I interrupt others?
- g) Did I express my ideas clearly and forcefully?
- h) Could all persons hear me?
- i) Did I live up to standards for good speaking?

Voice:

- | | |
|------------|-------------------|
| (1) Volume | (4) Modulation |
| (2) Pitch | (5) Pronunciation |
| (3) Tone | (6) Enunciation |

2. A Report on the Organization of a School Store as a Practical Application of Arithmetic (from a Thesis by Madge P. Shira Cane Run School, Jefferson County, Kentucky).

During the first week of school in September, 1949, the Arithmetic class of the eighth grade organized a store for the purchase and sale of school supplies to the teachers and pupils of the school. Each of the twenty-seven children was given a specific job in this store. Twenty of them became salesmen for the twenty classrooms of the school. Their duties included the writing-up of orders and the delivery of supplies to the respective rooms. In addition to the salesmen, one child had charge of the stock on hand and of ordering new supplies; two were appointed to act as cashier and assistant cashier; two were given the task of filling orders; one became bookkeeper; and one treasurer.

Each morning each class, when supplies were needed, sent a child to the eighth grade with a list of supplies needed and the money to pay for these. The child went directly to his salesman, while the regular classwork continued with little or no heed paid to the children coming into the room. The salesmen accepted the orders and money and put them aside until store time.

At the appointed time, the salesmen prepared their order sheets, and took them to the cashier or the assistant, who checked the sheets, made corrections, counted the money, and made change. Each salesman then took his order to the stock supply where the orders were filled. The salesmen then delivered the orders to the classrooms and returned the order sheets, which bore the signature of the respective homeroom representatives. After the cashier had received all the returned order sheets, a total of sales was made. This total was made both by grades and by items.

After the daily sales summaries were made, the bookkeeper entered the totals in the journal, and the student in charge of stock made a record of each sale in the stockbook. This furnished a perpetual inventory, which the stock-clerk used in preparing his orders.

The store project yielded the following values:

- a) *Financially*, the store project was a success, as was proved by the fact that the profit at the end of the school year was \$300.00.

- b) *Educationally*, it provided opportunities to develop skills by "school experiences" which are continuous with real life problems. From the standpoint of human relations, its successful operation required the development of such desirable traits as accuracy, honesty, neatness, promptness. Its continued success depended on maintaining good human relations among staff members and with the customers throughout the school
- c) The store project led directly to an understanding of various operations involved in banking. All bills were paid by checks. Bank deposits were made once a week. All stubs in the checkbook were actually kept. The class visited the bank where they learned something of the way in which it operated
- d) Other business principles are also involved in the store project. The class learned first-hand to figure discounts. The children liked the storekeeping—actually selling merchandise, ordering supplies, handling the money, making change, banking, figuring discounts, and paying bills are real experiences "continuous with adult life outside the school-room."

3. Gaining Personal Security Through Participation in Formal Oral Experience

One of the senior boys in my government class was an excellent student so far as learning subject matter and being able to write his knowledge of the subject was concerned, but he was not always at ease in the oral expression of his knowledge. When asked to participate in an Armistice Day Program, Paul hesitated to take a part, not that he was unwilling but because of his lack of confidence in himself to do the job well.

After considering the type of program that would be used, he agreed to take a part which he could perform off stage, namely, that of a musician sounding taps. I sensed his fright before the program and his emotional turmoil at the close of the program, but encouraged him by saying that his classmates and I appreciated his interest and cooperation in helping to put on the play.

In talking with him, I felt that he recognized his need for developing the skills of public oral expression. He mentioned that he had enrolled in a speech class since it was in the school curriculum for the purpose of developing those skills. He had set up a goal along those lines and he wanted to achieve those skills during the school year.

While I had had Paul in my class only one semester, I became interested in his achievements throughout the school year. I know from his participation in the activities within his speech class that he gradually acquired such moral and spiritual values in education as integrity of thought, an open-minded, critical, inquiring attitude along with sharing talent, material goods, and responsibilities.

Paul's interest in public speaking developed to such an extent that he expressed his desire to participate in the speech festival and prepare to give an oration. When the faculty learned of this pupil's decision, some of the members of the faculty, who had had him in classes throughout his high school career immediately said, "He can't do it. It would be foolish for the speech teacher to even consider such a thing."

I had the opportunity to hear Paul on several occasions while preparing for the festival. He delivered his oration in the following organizations: P. T. A., Kiwanis Club, and our county's Woman's Club.

He went to the district festival and was rated superior in oratory. This accomplishment meant that he would participate in the state speech festival. Before going to the next festival, Paul had the opportunity to appear on the chapel program. The student body was appalled to think of Paul as having acquired many of the qualities desirable in public speakers. I overheard many of the compliments the students paid him. One I remember was, "Paul, I'm so proud of you. You certainly gave us a surprise. I didn't think you had it in you."

Though Paul was not the state winner in the speech festival, he had the joy of realizing that he had acquired certain values that made him feel that he had run the course, kept the faith in himself, and was really a winner.

Through his experiences, he had found the respect for the dignity and worth of every individual; he had found the pleasure of the evaluation of one's decisions; he had conquered fear; and he had discovered a talent and had used it wisely.

4. Developing Courtesy Through Oral Conversation

In a third grade room there arose a need for the children to become more aware of their being courteous to each other. While the children were getting a drink, the teacher wrote on the black-board, "Are You Courteous? If so, let's see." Of course, this led to much discussion among pupils and between pupils and teacher. The children decided to make a list of some of the things they thought they should practice or be looking for. Some of these were:

- a) Show respect for others
- b) Try always to show respect for our elders
- c) When someone does something for us, always "thank" them
- d) Answer people pleasantly with "Yes ma'am" "No ma'am," "Yes sir," etc.
- e) Always be ready to help others when we possibly can
- f) Pleasantly say "Good Morning," and "Good-Bye." Try not to interrupt someone when he is talking

We were especially going to strive to be more aware of these things for about three weeks, but we found that the idea carried over for the rest of the year. During this time we found the chil-

dren very conscious of their being courteous to others and noticing whether others were being courteous to them.

The group being aware of these things brought about cooperation from them, in that they began to remind themselves if they forgot to be courteous. Each child learned to be thoughtful of each other and to take constructive criticism. In this experience, they learned the worth of each individual. This knowledge has a definite moral and spiritual value. The children learned "Man's humanity to man."

5. Human Relations Through Literature:

The class discussions which grew out of the units on the essay and narrative poetry were kept very close to everyday living. The pupils enjoyed the discussions and participation was 99 per cent, if not 100 per cent. Much interest was aroused in Emerson's *Self-Reliance*. Some pupils went to the library and read the original essay after they had tasted the excerpt in our textbook. Even the poorest students were awakened to the fact that they had talents for other things even if they were not good English students. We tried to make every pupil feel that he was *Somebody*.

I tried to give the pupils a new way to regard an essay. I placed the authors' names on the board, and I told them several interesting things about each one. I did not tell them things found in the encyclopedia, but I told them incidents from their lives which made them appear human. I tried to make them live again for these boys and girls. I then told them that they had an opportunity to talk with these men—to carry on a conversation with them—that the essays we were to read would be their messages to us. The discussions we would hold in class the following day was our part of the conversation. The pupils said they enjoyed this unit as much as any they had ever studied.

Some of our discussions centered around: Why did Holmes consider it important to "save the face" of those with whom he talked? What is the most pleasant kind of conversation? To what extent is it good for a man to be a non-conformist? To what extent is it harmful? In school do you think non-conformity is a virtue or a vice?

In narrative poetry a few of the questions discussed follow:

- a) How may recognition of one's own mistakes add to his strength of character?
- b) Is it justifiable to win good results by evil measures?
(*John Brown's Raid.*)
- c) In the contest is the victor always the real winner?
(*The Defeat of the Alamo.*)

6. Be Ye Kind, One to Another:

It was in the fall of the year. The third grade had been playing ball on the playground. When the children came into the classroom at noon, Dick came to the teacher and said, "Panny said he was going to beat me up on the way home from school."

The teacher ignored the matter until all the class was busy at work. She then called the two boys outside the door and said, "Panny, I hear you are going to beat up Dick this afternoon."

"Yes, said Panny, "he called me a Greek!"

Here the teacher had a chance to teach World Friendship. She said, "I don't see why you should object to being called a Greek. We have been studying about Indians. We know they were the first Americans. All of our parents, grandparents, or great-grandparents came from some other country to America."

Then the teacher turned to Dick and said "It is true Panny's family came from Greece. Dick, do you know from what country your family came? They could have come from many countries such as England, Holland, France, Germany, or Turkey."

Dick had no knowledge of genealogy, but since the Thanksgiving holiday was near, he must have liked the sound of Turkey, for he smiled at the teacher and said "I think they came from Turkey."

The teacher could hardly suppress a smile as she said, "Well, Panny's people would be called Greeks and your people would be called Turks. All of us should be friends to everyone, don't you think?"

They agreed and went happily on their way.

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Kentucky Department of Education Bulletin

Arkansas Elementary Schools Bulletin

Cincinnati Public Schools Bulletin

Fort Worth Public Schools Bulletin

Grand Rapids Public Schools Bulletin

Louisville Public Schools Curriculum Bulletin

PERSONAL AND GROUP COUNSELING

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Counseling is to be thought of as a process of freeing one from his own emotions and helping him to find his own answer to his problems after he has recognized his own need. Since he has the ability to do this, it is the duty of the counselor to use the techniques that will help the individual to view his problem in a new light and to develop self-assurance and insight which will help him make satisfactory adjustments. We think that it is most important that the counselor have an attitude of deep understanding and warmth. We should accept the individual as he is. The counselor should always keep an open mind toward the individual and his problem. Every individual counseled has values, so let these values be developed from his experience without your trying to impose your values upon him.

I. BASIC PRINCIPLES OF COUNSELING

1. All persons have values. Perhaps some of these are not socially accepted even though they may dominate his behavior.
2. Values cannot be taught verbally. Values develop as an aftermath of experience.
3. Values, feeling, purposes, goals are major determinants of behavior. Social or group pressure may cause undesirable behavior and be the means of influencing the formation or acceptance of values.
4. Values, feelings, purposes, goals, etc., are fairly permanent traits in people, but can be changed.
5. A person has within himself the potential ability to meet his

own problems. We must remember his problems are not our (adult) problems.

6. To free his ability the counselor employs certain techniques that will help the person view his problems in a new light and to make adjustments to life situations.

7. The main change agent is the attitude of the counselor. His attitude must be one of deep understanding and warmth toward the counselee. He must accept the counselee as an individual who has the right to be as he is or to change if he chooses to do so. There must be permissiveness and understanding.

8. When using non-directive counseling, the center of the counseling process is on present feeling—not past. With this technique the analytic approach has no place in counseling.

II. THE FOUR AREAS FOR DISCUSSION

1. Specific Cases
2. Group Counseling
3. Personal Counseling
4. Adult and Lay Counseling

III. OBJECTIVES

1. Effective methods of counseling for school and community
2. Adequate case study form and method of case study
3. Bibliography: student, adult
4. Recognition of problem on part of counselor and counselee
5. Redirecting small groups or cliques within a group to more effective thinking and actions

IV. FORM FOR CASE STUDY

1. Recommendations
2. Summary (just a statement or two including data of investigation)
3. Information
 - a) **Family—Environment—Health:** Occupational status, Education, Child's position in the family, Social activities and religion, Marital status, Mental and physical health, Behavior pattern.
 - b) **Education:** Where? How long? Progress?

c) Hereditary Factors:

Any hereditary diseases, any tendency toward cancer, etc.

d) Environmental:

1. Home: owned or rented, size, location, facilities
2. Recreation: Community facilities, one in which he engages

e) Test data

1. Reading: reading readiness, silent, oral
2. Achievement
3. Intelligence
4. Personality
5. Interest inventory

f) Behavior Pattern:

V. GUIDE FOR REPORTING EXAMPLES OR ILLUSTRATIONS

1. Avoid use of words that indicate good or bad behavior. The child behaved well is just the same as saying the child behaved. Cooperative, lazy, or charming do not seem to describe him. Behavior must be an impersonal thing.

2. Describe exactly the situation that caused you to conclude that he was cooperative or that he was not cooperative. He may be cooperative in one situation and not in another.

3. Describe behavior that occurs frequently and see what different situations caused that response.

4. Observe one particular situation and see how many different responses you are able to distinguish from the class.

VI. SIX COMMON BEHAVIOR PROBLEMS WITH ILLUSTRATIONS

1. **A Truancy Case:** Jack, a healthy, good-looking seventeen year old, is spending his second year in the seventh grade. During this second year he has displayed outstanding talent in wood-working, art, creative thinking, and athletics. In one class project he showed real creativeness in planning and building. He is an outstanding basketball prospect. According to intelligence tests, his mental abilities are much lower than average. He does try hard in his academic subjects, but cannot make average grades. He is persevering in fields of his own interest, but is prone to give up in his subject matter work. He is well liked and respected by his classmates and friends.

Jack was very regular in his attendance during most of the year, but he came very few days the last month of the year. The

teacher, a young man, talked to Jack and found out that the baseball coach had "cut" him from the squad because he had quit the track team. According to Jack, he had quit the track team because his legs had knotted up on him and stayed that way for days so that he couldn't run. The coach had told him this was natural and that he would be all right.

Jack came to his teacher one day during the last month and told him of an affair with a girl he had had the night before. This evidently worried Jack and, along with being deprived of the opportunity to play baseball, was one of the reasons for his lack of interest in school, and consequently his truancy. If the values of creativeness and getting along with others had been stressed, instead of academic achievement, Jack would have been better adjusted and a happier boy today.

2. Stealing: Billy had never stolen until he became a fifth grader, and quite often money was beginning to disappear after he had been around it. The teacher became suspicious of Billy, and the next time money disappeared she took Billy to the office. Through the combined efforts of both the teacher and the Principal, Billy admitted that he had stolen the money for an older boy who had spent his lunch money to go to the show the night before. In order for Billy to keep the boy's approval, he admitted he had been stealing for quite some time. The teacher counseled with Billy about stealing and its complications, and also the kinds of friends a person should select. Billy seemed to understand and said that he would not steal again.

One day the fifth graders saw a film together, and the boy with whom Billy had been sitting told his teacher that his lunch money was gone. Immediately the teacher felt that Billy had taken the money even though the boy with whom he had been sitting was his best friend. Billy's teacher had the same feeling and the two of them took him to the office of the Principal. Billy said that he had not taken the money, in fact he had not taken anything since his conference with the teacher. There was still a doubt in the minds of these adults as to Billy's veracity. Later the child who reported his money stolen reported that he had found it in another pocket. It was then that these adults learned moral and spiritual values. They also realized that irreparable damage had been done to this child, and that even the apologies that were made late could not undo this damage that had already been done.

3. Lying: Lying is a problem that usually involves other behavior problems. Mary was a girl twelve years old. She came to school every day with stories that would have given credit to any writer of fairy tales.

At first all her friends and the teacher believed her, but when none of these stories materialized, other problems began to manifest themselves. Her friends began to turn away from her, but she only told more fantastic stories and added to that stealing and abuse of other children.

The teacher realized that Mary needed help and that the class perhaps needed a little counseling as a group. Each child was asked to write an autobiography. Needless to say, Mary's was the most romantic of all the life stories, but, nevertheless, revealing in spots. One thing which Mary said was that her grandmother had come to live with them. This brought the teacher to the conclusion that such a situation might have its bearing on Mary's behavior, and she decided to visit Mary's home. Grandmother was there, though none of the affluence which Mary had surrounded herself with was present. During the course of the visit, however, the teacher discovered that grandmother had the same grandeur delusions that Mary was exhibiting in her stories. Mary adored her grandmother and was following in her footsteps.

In order to restore herself in the esteem of her friends, Mary had taken money to try to "back up" her stories of wealth, and to buy favor with her friends. When this failed, she turned to abusing them by fighting and other belligerent behavior. Mary really wanted friends. She loved beautiful things and color. Her home was plain and drab; her clothes were also plain and drab. Her friends had the things she desired. Her grandmother had found a way of escaping reality and had set an example for Mary. The teacher made these deductions from Mary's life story and from her visit in her home.

With this knowledge in mind, she began counseling with her group. Stories were read and told in which it was pointed out that material things of life are not the most important factors of happiness and success. Other stories and studies such as art, helped the whole group to become interested in making the best of what they had and to appreciate their homes. Friendship was stressed. Mary was given responsibilities which gave her a feeling of importance among her classmates. Parents were called into conference and Mary's problems were discussed with them.

Mary and her mother planned together to make their home more attractive. Friends were invited to come to their home and they were made to feel free and welcome at any time. It was arranged for grandmother to go to Florida to spend the winter with her sister. Before very long Mary became proud of what she could do rather than what she could tell.

4. Cheating: It was reported to the eighth grade teacher by the children that Charles was cheating to get his good grades, and that they were doing their work honestly and getting the low grades; therefore, they felt that something should be done about this. The teacher talked to Charles about this cheating, but he vigorously denied these accusations. On the next test the same thing occurred and the teacher then took her problem to the Principal. It was decided that Charles' mother should be called in because both the teacher and the Principal felt that undue pressure at home was being put on the boy. After failing to get in contact at the time with the mother, the teacher asked the Principal to help her with Charles. The Principal told him that he had been accused

his classmates, and she wondered if he would mind taking the test over and prove to them that he had not been cheating. The teacher had sent the questions to the Principal and the test was given. Since Charles was sitting next to the Principal's desk, it was easy to check and see if he was cheating.

He wrote some of the answers and then took a piece of paper from his pocket and copied the remaining one. When questioned by the Principal about this cheating, he was not embarrassed except to the extent of what he was going to tell his mother about why he had not received an A. The school continued to work with Charles, and in a counseling session he began to talk about what he did at home, and we then learned that he was concerned with making money in his spare time because of the fact that in case his father died he would have to take care of his mother, therefore he must get grades and go to High School. He said that his brother had always gotten good grades so it was necessary for him to cheat in order to pass to the next grade. Thus with the cause removed there was no longer necessity for cheating. The Principal had assured him that it was not necessary for him to cheat in order to pass to the next grade. When questioned about his father's health he stated that his father was quite well. We had previously sent his report home, stating that he was doing failing work, and it was that action that caused his mother to contact the school.

When we told her about Charles' cheating, she was more concerned about his failing and immediately wanted to take the few recreational privileges away from him so that he could have more time for study. We asked her not to do this because Charles needed these outlets, and we knew at school that he was working up to his mental ability. We also told her that Charles would be promoted, and thus for this year the problem of Charles' cheating was solved.

5. Boy-girl Relations: Jim, aged seventeen, came to the office of his homeroom teacher early one morning, and told the following story:

"Miss Blossom, two of my friends and I are in trouble. When I was fifteen, I spent the summer in Des Moines and I dated a very nice girl. She never did anything that made us think she would do anything wrong when we took her out. I got a letter from her yesterday and she wrote me that she was going to have a baby, and she said that one of us was its father. She said that her father would see to it that one of us married her. Now, I know that none of us got her into this trouble, and I also know that I won't have to marry her because my dad can pay her and her dad any price. I'm not worried about me, but I am worried about my two friends because one of them might be forced to marry that girl, and they are no more guilty than I am. I would like to know how a boy can tell when he is and when he isn't dating what he calls a nice girl. Could we discuss dating, petting, necking or whatever we want to call it at our homeroom meeting this afternoon?"

Boy-girl relations were discussed at that homeroom meeting and at three following homeroom meetings. The boys and girls suggested the following causes might result in the problem mentioned by Jim:

- a) The way the girls dress
- b) "Grown-up" feeling
- c) Ignorance of the consequences
- d) No sense of values
- e) Drinking
- f) No self-respect
- g) No respect for others

The boys and girls suggested that such problems could be prevented if the following understandings and values were developed:

- a) Understanding of, and an appreciation for, our bodies
- b) Understanding of the value of a sound mind and body
- c) Acceptance of others for what they are
- d) Concern for the welfare of others
- e) Appreciation for others
- f) Spiritual need for desirable sense of values
- g) Sense of direction for spontaneous behavior

6. Case of Withdrawing Child: Andrew came into the first grade a quiet little boy. He entered the tenth grade a quite, undemanding, unobtrusive, fifteen-year-old. He watched the other students closely and attempted to do everything the teacher requested of the class. He always seemed to be struggling along with his work; he never asked anyone for help even though he did not know what to do or how to do a task. One day he suddenly began sobbing violently, and the teacher immediately asked the other class members if they knew why Andrew was crying. She tried to find out from him, and when she decided she could not, ignored him and resumed her work with the class. He tried desperately to stop but apparently could not. The teacher later had a conference with his mother, and found out that he frequently had crying spells and had had them since he was a small child. The mother said that she had never known the cause of the boy's crying. The teacher decided to observe Andrew more closely, and she noticed that he never made spontaneous contributions in class, nor did he talk to the other class members when he came into the room. He showed tension by biting his fingernails and twisting his fingers around his hair and pulling it out. The parents, teachers, and Principal decided that they would lower the standards for Andrew at home and school. They decided to give him inconspicuous approval in the event of any independent action. He required much help in learning how to control spontaneous behavior, once he relaxed. He had much ground to cover because he had been inactive for fifteen years. He had to learn to accept limits of behavior and, at the same time, recognize the fact that his parents and the teachers were interested in him and his behavior.

VII. SOME CAUSES OF WITHDRAWING ARE:

1. Timid or nondescript children develop a mask to protect themselves from unsympathetic adults.
2. They have found that the kinds of feelings they have and the responses they make spontaneously are liked or disliked by members of their families.
3. Survival demands they protect the part of themselves that is disliked and at the same time give overt expression to the traits desired by their environment.
4. Underneath the bland exterior usually evidenced, emotions are turbulent. They surprise one often by violent outbursts of anger. If they start laughing, they are frequently unable to stop.
5. Very slight provocation may cause them to sob violently.

VIII. SOME SUGGESTED WAYS TO HELP:

1. Needs encouragement inconspicuously. (If given conspicuously, he feels the mask has been pierced.)
2. Approval should be given on the basis of work or product rather than on personal duties.
3. The child must be helped to understand that he is being respected.
4. His first outgoing feeling may be that of great love and affection for the teacher. Even though the admiration takes on the characteristics of a "crush," it is wholesome, for love and admiration are outgoing feelings. The "crush" is a steppingstone only to feelings of friendliness for classmates.
5. The teacher can help by accepting, but not prolonging, the first outgoing love responses.
6. Needs an opportunity to succeed in individual work.
7. The child should be given special tasks, rather than being allowed free rein to work out his own contributions.
8. This child is easily discouraged; therefore standards of achievements must be kept within his level of ability.
9. It is more profitable for him to be the best in the group, even though he may be older, than to be placed in his age group and be at the lower end of the scale.

IX. SOME COUNSELING TECHNIQUES:

1. One in which you and the parent, pupil, or "other persons" are doing about the same amount of "telling"

2. One in which the parent sees that you thoroughly enjoy the interesting behavior of his child
3. One in which you are able to approve of some attitude or method the other person is using
4. One in which the other person becomes more relaxed as the conference continues

X. DIFFERENT COUNSELING SITUATIONS WITH ILLUSTRATIONS

1. **Principal—Parent:** One morning the teacher came into the office and said, "Mary's mother and father have separated and she is living with her father. Her sister is living with her mother." This immediately posed not only a school problem but a community problem as well. A day or so later the teacher reported that the father had left home and the police were looking for him. When we went home from school that afternoon, it was easy to understand why the police were looking for him since he had rated the front page of local newspapers by his behavior. Since this man was a patron of the school, the school felt that it was part of the Principal's duty to help work out this situation. That very day Mary's teacher had reported to the Principal that Mary had hit a little boy in the mouth. Up to this time Mary had never exhibited any such behavior.

Having known the father much better than the mother, the Principal anticipated a visit with him. Needless to say, he came rather sheepishly and apparently much in need of friendly counsel. The Principal joked with him about his conduct, and at the same time tried to get it over to him that he had an obligation not only to his children but also to his wife. The Principal discussed with him the incident of Mary hitting the little boy, and it was explained that this behavior that Mary had exhibited was probably due to her feeling of insecurity and divided affection. This filled him with remorse as he began to realize the effects of his conduct on his child. Following this he readily discussed his problem and expressed his feelings quite strongly concerning his children. The Principal knew that he was genuinely fond of his children and that he often assumed the role of the mother as well as that of father, since the mother did not have the same interest and was rather timid. Following this conversation the father requested the Principal to talk with his wife, which she gladly consented to do.

A few days later the mother came to school, and the story of Mary's behavior was related to her by the Principal, who assured her that she did not wish to pry into their private lives, but was deeply concerned as to what effect this might have on the children. After listening attentively to the story about her children, the mother presented her problem and expressed her feelings about the whole affair.

Our job at school was to effect a reconciliation, but at the same time give these parents the feeling that they were doing it themselves. With the school taking the role of "go-between," it was not long until this family was united. When they left for a two-weeks vacation in Florida, the teachers and Principal felt a deep sense of satisfaction in knowing that they had had a part in helping this family solve its problem.

2. Principal—Teacher Counseling: The Principal is not only called on to counsel the children and parents, but many times he is called on to counsel the teachers. The case about to be related here is one where teacher counseling was neglected, but if it had been done much unhappiness could have been avoided.

Miss Lucy had a pleasing personality, a college degree, the love of the children, and the respect of the parents, but working with her colleagues seemed to bring out the very worst qualities in her. Every year she always managed to make the children and parents feel that she was the only teacher in the school that understood them and their children and this was done at the expense of the other teachers and the Principal. Over a period of years she did untold damage to the morale of the faculty.

One time when a beginning teacher was coming into the faculty to take a divided grade, instead of making a fair distribution of the children, she selected all of her discipline problems and gave them to this new teacher so that it would appear that only Miss Lucy was a good disciplinarian and had solved all of her problems as only she could do. Of course the young teacher soon learned what had been done to her, and this made her feel ill at ease, not only with this teacher, but with all the rest of the faculty. Since she was inexperienced, she felt that since one of them had treated her this way, that others might do similar things; therefore it made her unfriendly towards the others and undoubtedly affected her teaching and also, in this case, her health. It was not until Miss Lucy left the school that this younger teacher began to trust her fellow-workers.

Miss Lucy was quite artistic, and her room always looked attractive but she could not stand for another teacher to receive any praise, and if this happened, which it did, she immediately began to circulate rumors among the faculty that the teacher praised was trying to get in with the Principal and that the way she was doing this was by carrying tales to the Principal about the rest of them. Thus, she was building up within the other teachers unhealthy attitudes toward the Principal and the new teachers. To their faces she was saccharin sweet, but when their backs were turned she was stabbing them in many underhanded ways.

She was never known to share any of her materials willingly, and because of this she soon built up a "hands off" policy and a feeling of inferiority within the other members of the group. Some of the teachers who had known her for quite a while excused her

behavior because she had been in a serious accident, but Miss Lucy was using this accident as a means to get her way.

It was often difficult for the other teachers to hear the praises of Miss Lucy sung when they, bound by ethics (of which Miss Lucy had no conception), could not give her away.

It was only after Miss Lucy left the school that many of these things came to the surface. Yet the Principal, knowing many of them, could and should have counseled with Miss Lucy, not only for the morale of the faculty but to help Miss Lucy, since she has lately returned to teaching and is pursuing these tactics in other groups.

3. Principal—Pupil: Tom, a fourteen year old, was sent to a principal by his teacher who stated that he was very argumentative and non-cooperative in her class. After talking with the boy, the Principal learned that Tom had a feeling that everyone was against him.

Because he was an orphan, Tom lived with an aunt who constantly told him he was the worst child that she had ever known, and she predicted a future for him in the reform school. This very day the teacher had made the same remark to him. Tom resented this, and it was then that the teacher asked him to go to the office. The teacher said that the boy was quite willing to go to the office and she could not understand this different attitude.

The Principal listened to the boy's story with an attitude of deep understanding and accepted his behavior as a normal reaction under the circumstances. After an hour of counseling, Tom had a better realization of values and made the following statement, "I don't mind to come to the office. In fact, I like to come, because you are the only person who ever sees any good in me."

4. Teacher—Parent Counseling: In our school system we have no pre-school training program. For several years I met the many problems the lack of such training always presents in the best way I knew as a "beginning teacher" of beginning children. As I gained experience and I found that one way to meet some of my earlier problems was to take the little boys and girls over the building and explain the physical plant of the school.

When we came to the boys' rest room I pointed out the difference in facilities of the school restroom and their bathrooms at home and added as I left the rooms that I would help anyone for a few days who had difficulty with his buttons if he would just hold up his clothing until he came back to the room. Much to my chagrin a few minutes later our classroom door opened and Joe skipped in joyfully holding his trousers high in the air—he had taken my suggestion literally.

More than ever I realized that parents needed guidance in preparing their children for entering school for the first time, and so by the beginning of the next year I had worked out what I thought to be a very fine plan for developing certain skills for a six-year

old children. This I gave to the mother, but alas! the children were already at school and very few of them with any training whatsoever for such an adventure. Though the mothers worked diligently to perform the prescribed list of "desirable skills," children could not be rushed into attainments in so short a time, I observed.

The combined efforts of Dickie's mother with my own failed to teach him immediate independence in putting on his wraps. That would come only with repeated practice, and so for many days I smiled as I watched that little boy trip gaily down the walk toward home with his sweater upside down, hind part before, or wrong side out. As I walked back into my classroom I thought, "Next year I must do better. Parents must have guidance earlier."

Again experience was pointing the way, and in May when our health department was holding its pre-school clinic for children who would enter school the following September, I conceived the bright idea that this was the time to give pre-school instruction and guidance to the parents. I was eager to take advantage of this opportunity and thought that parents would be glad to have their children learn even more than the previous prescription, and since there would be at least a three-months training period, I made it expansive. After providing each parent present with pencil and paper to copy my list of instructions from the board, I left for a faculty meeting. Later I learned that one mother read and wrote until she was weary and then remarked, "Well, if Johnny learns all this he will be ready to enter college in September instead of the first grade."

Despite such a remark, however, it was evident in September that all the Johns and Marys, the mothers, and the teacher had profited even if it was a cumbersome assignment. I did realize, however, that revision was necessary and that all instruction to parents need not come at one time. I realized, too, from many other experiences and factors that guidance was needed all during the school year and that parents were eager to discuss their problems with the teacher and with each other. With this realization a definite plan for parental guidance emerged. Now we have our first meeting in May for parents of children entering school the following September. At this meeting mimeographed lists of desirable attitudes and skills are given out and discussed.

Briefly the form runs:

It is desirable that all children entering school in September possess the following skills:

- a) Ability to care for physical needs:
 - (1) Fastening and unfastening clothing
 - (2) Putting on and taking off wraps
 - (3) Tying shoes
 - (4) Attending to toilet needs and washing hands afterward
- b) Know real name and respond to it instead of knowing only "Billy" or "Sonny"
- c) Know parents' names (particularly father's)

- d) Know street address and telephone number
- e) Know how to care for materials, toys, pets, etc.
- f) Perform small home duties (develop responsibility)
- g) If child is to walk to school he should learn to observe traffic light signals and have practice in crossing streets independently

Certain important attitudes on the part of the parents are necessary. Foremost among these are that the beginning of the child's school life is a wonderful and pleasant adventure to be entered into with enthusiasm and without fear.

Desirable attitudes and Appreciations for Child:

- a) Cheerfulness
- b) Consideration for rights and property of others
- c) Willingness to share with others
- d) Fair play—taking turns
- e) Enthusiasm for work and play

Discussion of these factors clarifies as well as amplifies beginning program, and parents have had their initial introduction to the following school year.

Next follows a visit to the school with the child who will enter in September. The occasion is made as pleasant for these children as possible and the teacher endeavors to create a friendship which will grow in the year to come and those to follow that one—she hopes.

When September comes and we launch forth on our work for the year, regular monthly conferences are planned when problems of general interest are taken up. Private conferences are planned when necessary between teacher and parent when the child has some difficulty or the parent a problem or the teacher needs assistance. All parents know that they are free to visit the school at any time, and they do come to help as well as confer and observe.

On a shelf of our bookcase parents will find books, pamphlets, magazines, a scrapbook of clippings on child guidance, and other materials brought in by other parents wherein they may find help needed in their particular problem. On this same shelf is a box for questions which one may be too timid to ask, but be very happy to find the answer which the teacher may send home by Mary in the form of a magazine article, a book, or a reassuring note from the teacher which will enable the parent to answer his own query.

These conferences have proved very helpful to me in my work. In them important facts are made known which, unknown to a teacher, might cause considerable emotional instability in a child:

- a) Illness in family which upsets its regular routine
- b) A new baby is expected
- c) Other factors that are disturbing to members of the family
- d) Divorce or fear of it

Important factors are revealed to parents also, such as:

- a) Nature of work being done in school
- b) Ways to assist their children
- c) Where their children "stand" as to:

- (1) Maturity
- (2) Social adjustment
- (3) Emotional stability or lack of it

Some of the outcomes of such conferences and counseling are:

- a) Better relationships between:

- (1) Parent and teachers
- (2) Parents and children
- (3) Children and teacher
- (4) Parent and parent
- (5) Children and children

- b) Situations are met before they become problems

- c) Children are launched upon their school careers with a feeling of security that comes through a three-point friendship and understanding, including themselves, their parents and their teacher

- d) Parents have indeed strengthened our hand with their eagerness to understand, to help, and to learn

- 5. **Teacher—pupil.** The non-directive method of counseling was used in this situation:

Lucy: (Smiling as she walked in the room.) Hello, Mrs.——
I thought I'd come in and see you a few minutes.

Teacher: I'm glad you came. Won't you sit down.

Lucy: Maybe you don't have time to be bothered with me. It seems nobody else does.

Teacher: It makes me very happy that you wanted to come to see me (pause—several seconds of silence) You felt that you had something to talk with me about.

Lucy: Yes, I just thought I'd come in and see what you thought about something.

Teacher: You wanted to see what I thought about something. (More silence.)

Lucy: Ugh-ugh—Do you think I'm old enough to go see a show that's coming to Lexington called "Mom and Dad?"

Teacher: You think you would like to see the show that is called "Mom and Dad."

Lucy: Yes, I want to see it, but mama just has a fit when I mention it.

Teacher: Your mother feels that she doesn't want you to go to that kind of show.

Lucy: No, I don't know why she acts as she does when I want to go any place—Yes, I do too know why, I think.

Teacher: You feel that you understand why your mother objects.

Lucy: Yes. It's because Myrtle stays home and never wants to go any place and she thinks I ought to be like her. Just stay at home and work and never go any place.

Teacher: I presume Myrtle is your sister.

Lucy: Yes. Everybody says we look alike but I don't think so, her hair is blacker than mine; she doesn't act like me; seems like I just want to go some place all the time.

Teacher: You like to have fun.

Lucy: My goodness yes, but I don't have much; they won't let me. Mama said that show wasn't fit for a married person to see, let alone me. But it just seems I want to see it. Myrtle doesn't want to see it.

Teacher: You talked with Myrtle about going to see it and she doesn't want to go.

Lucy: No. I knew there wasn't any use.

Teacher: That might be one way you could get to go yourself—to persuade Myrtle to go with you.

Lucy: I can't do that because she won't.

Teacher: You've tried it and you think she won't go.

Lucy: I haven't asked her but I know she won't. I don't have any patience any more.

Teacher: You don't think you have any patience.

Lucy: No, Mrs. A knows that.

Teacher: You feel Mrs. A thinks you haven't any patience.

Lucy: You know what I said the other day to her?

Teacher: You don't mean you lost your patience with Mrs. A?

Lucy: Yes, I did. She helped somebody cut out their skirt and wouldn't help me and I told her that girl ought to have a good skirt that she cut it out and she wouldn't help me.

Teacher: You feel that you wanted to hurt Mrs. A's feeling because she wouldn't help you.

Lucy: Yes. I did but I didn't want to.

Teacher: You think you hurt her feelings.

Lucy: No, because the next day I felt bad about what I had said and I thought I would tell her I just lost my patience and was sorry but when I went in the room she didn't act mad at me and she helped me every time I needed it.

Teacher: You felt happy when you knew Mrs. A wasn't angry with you.

Lucy: Yes. But you know one thing. Sometimes I think Mrs. K doesn't like me. She's not always friendly.

Teacher: You feel that there are times when Mrs. K doesn't act friendly toward you.

Lucy: Yes, she looks at me and smiles sometimes and then the next time I see her she doesn't have a word to say or anything.

Teacher: Mrs. K has so many pupils I guess she is kept pretty busy trying to smile at all of them.

Lucy: That's what I mean, I don't have any patience— I guess it is just me. I'm just like that. Miss G doesn't talk very much to me. I guess she likes me though.

Teacher: I'm sure that Miss G is interested in you (bell rings).

Lucy: Well, I have to go. I'll come back and see you next week and talk to you about the show. I didn't get to tell you about Mrs. S.

Teacher: I'm glad you came.

Lucy: I'll be looking for you at this time one day next week.
Values Derived from Interview:

- a) Helping student to release her feeling
- b) Providing an opportunity for expression
- c) Greatly helping student to sense a feeling of security
- d) Creating a friendly atmosphere
- e) Helping pupil to appreciate teacher's attitudes
- f) Leading pupil to see that with so many other pupils in school one cannot be the center of interest

6. **Vocational Counseling:** Since we have a new school, we have just scratched the surface so far as setting up an effective vocational counseling program in our school is concerned. We do have the beginning, however, of what we hope will be a good program. After administering a series of tests to our pupils near the end of the school year, our pupils are permitted to fill out subject choice sheets for the following school year. This is done in the homeroom under the guidance of the teacher who has been with that particular group of boys and girls for a whole term. After the homeroom teacher has checked the selections, the pupil then will go to the subject matter teacher who counsels and approves the choices made by the pupil. We try to find out as early as possible the future plans of the pupils.

The Employment Service of the Economic Security Department administers a general battery of tests to determine the aptitude of the boys and girls of grades eleven and twelve. After the tests are scored each pupil is interviewed by experienced counselors from the Employment Service. Here students are helped to see in what field they probably would succeed and are guided into the various fields of work.

Pupils are also given tests to test their aptitude in more specific fields. The Clerical Aptitude test is one example which is also provided by the Employment Service, free of charge, to the school. Pupils are interviewed after the tests have been scored at which time the interviewer discusses the outcome of the tests, subjects which pupils can use to increase their skills in this field and to prepare for a future career.

Teachers, with the help of the librarian and pupils, collect books, pamphlets, magazines, and clippings of job descriptions for use in learning about the various fields of work. These materials are used by the pupils in classes in several subject matter areas. Many films are used in all subject matter classes that show something of the nature of jobs in several of the occupations.

To say that this report gives a clear picture of what we are doing in the way of vocational counseling would not do justice to our whole school effort in this area. Pupils confer with individual teachers and the Principal about what they would like to do after graduation. These conferences are informal in nature and may take place in the classroom, in the halls, on the school grounds, or in the homes of teachers or pupils.

Our obligation as teachers does not end at graduation of the pupil. For many this is the point where the pupil comes face to face with a problem and needs help in making a decision. Phone calls, letters, personal visits by the pupil to the teachers and the Principal are ways in which the pupil seeks help in making a decision.

We realize that our program is not good enough. We have accomplished what we have in just two years. From having attended the workshop and having been inspired by our experience, we feel that we are in a better position more efficiently to direct our boys and girls in their efforts to find their choice of a life work.

7. Group Counseling: This incident of group counseling came about as a result of being asked to the Hi-Y Club to talk to the boys. On being asked what subject they would like to have discussed, their reply was, "We want to know something about girls." I found that there was a strained relationship between the boys and girls of our school and they too seemed to sense this strain. I was asked such questions as, "Why do the girls act so sophisticated?" "Why are they dating boys who have already graduated?" "Is it true that girls are more mature at our age than boys?" I was asked many other questions along this line. Being new at this school and not aware of the situation that existed between the boys and girls, I felt some investigation into the matter was necessary before answering or helping them find the answers to their problems.

As my Physical Education classes came in the following day, I had each girl write for me some characteristics she liked in boys and some things she disliked in boys. They were told that this information was to be used in a discussion with the boys at a later date. Many interesting things were learned from these reports. The girls became so interested in this project that they asked that the boys make lists of "likes" and "dislikes" for the girls. This was done.

These lists were compiled, and group discussions were held in the Hi-Y with the boys and in Physical Education classes with the girls. Finally, the boys and girls were brought together with four

girls and four boys leading a question and answer period. The boys asked the girls questions on why they acted as they did, what behavior they expected of them on a date, how a good time could be had without spending a lot of money, and other questions they wanted answered.

The sociology and psychology teachers continued these discussions in their classes; groups of boys and girls would discuss these problems whenever they got together; and individuals would have discussions with teachers whenever possible.

There were many good results from this project. Noon recreation was sponsored by the Girl's Athletic Association where boys and girls could come and dance, listen to the music, play ping-pong and checkers. More home parties and picnics were sponsored. The boys had threatened to ruin the Junior Prom the next year by not showing up with a date, but at the Prom this year they all worked together to get ready for it and all came, most of them with dates from our school.

One day during the middle of this year a girl came to me and said, "Miss———, do you remember last year when we had all those talks about the boys and how we should act etc.? Well, I tried to be more friendly to them and do the things you suggested and it really paid off. I'm dating one of the boys in the Band now and having more fun than I ever thought I could have, and am more happy than I ever thought I could be. I think you are the best friend I have ever had." Hearing this from one person has made the project seem well worth the time and effort spent on it.

Some Moral and Spiritual Values Derived from this Experience:

- a) Ability to state problems and look at them objectively
- b) Acceptance of constructive criticism from other students
- c) Courage to meet problems
- d) Cooperation of boys and girls in compiling materials to be used in discussions
- e) Loyalty to school and school groups

XI. ANNOTATED BIBLIOGRAPHY

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IV PHYSICAL EDUCATION, ATHLETICS, RECREATION

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In the second report it was decided more appropriately to name the project "Physical Education, Athletics and Recreation." Much of the content of the project on "Sports and Recreation, 1949" has been included with appropriate revisions and additions based upon the experiences of the group during the past year. Perhaps the most significant change has been in the addition of case material and of illustrations. As in the original report, the limitations of the findings are many, the results present nothing new. The point of emphasis is again, however, in seeking to discover the values existent in certain physical activities and to suggest certain questions and ideas concerning the establishment of these values in the lives and thinking of boys and girls.

I. THE RELATIONSHIPS BETWEEN PHYSICAL EDUCATION, SPORTS, AND RECREATION

It is the belief of this group that many of the common misconceptions concerning the general areas of physical education and recreation may be clarified by the following statement made by a representative professional group¹.

1. Physical education is a way of education that utilizes physical activities.
2. It is concerned with organization and leadership of boys and girls (people) in large muscle activities to gain the over-all objective of education.
3. Recreation is one's self-expressed choice of behavior, it is anything that is of interest to men. It is what people choose to do

when they have time in which to make a choice. It may be good or bad, consistent or not consistent. It justifies itself.

4. Play is the developmental process by which children get their most basic information in education—it is the life of the child—while recreation is the term used to define adult play.

5. While instruction in the playing of a sport is physical education, it may become recreation if the learner considers it fun—does it in his spare time.

6. The extent to which a person enjoys sports or other recreational activities is in direct proportion to the extent to which skills involved are mastered and understandings of the activities are developed.

7. There seems to be a "common assumption," when we speak of recreation, that we mean physical recreation—the playing of games, dancing, fishing. The responsibilities for giving instruction in the raw materials for recreation, however, must be shared by the teachers of Arts, Crafts, Music, Science, Nature, Dramatics, Physical Education, Literature.

¹*Bulletin*, Eastern Section of A. A. A. "The Relationship Between Physical Education and Recreation," 1949.

As a matter of fact, there is scarcely a field in the academic household which is not included. The broadness of the fields of recreation and of physical education (which includes sports, aquatics, the dance, gymnastics, outdoor activities, games of low organization) must lead us to the conclusion that this is not a one-man job. It calls on the one hand for a person trained and able to recognize the possibilities in the activities, and on the other hand for an informed and sympathetic staff.

8. If moral and spiritual values are to emerge from the elementary or high school program, all teachers must share the responsibility for planning and leadership, having the firm conviction that learning to play and to play together is a skill of equal importance to that used in the mastery of the common tool subjects of reading, writing, and arithmetic.

II. VALUES

As an introduction to the general idea of moral and spiritual values in the particular field of physical education, athletics, and recreation, the following definition is given: "The experience is moral or spiritual when the response to any given situation is

judged, decided upon, and carried through to action in the light of values which one himself is convinced are valid."—Bower, Workshop, 1949.

1. The teacher or leader must be willing to accept the children with whom she works, with the values which they hold important ("to accept them as they are"), aiding them in forming increasingly critical evaluation.

2. There are frequent opportunities for the use of free discussion in the conduct of physical education.

a) It need not involve a discussion of the physiology or hygiene of the activity, but it may very well offer an opportunity for discussions that involve mental and emotional health.

b) Time can be allowed for a discussion of problems arising in the activity and for tolerant controversy, rather than the acceptance of ultimatums by the teacher.

c) It is important that boys and girls be given opportunity to work out problems that have their counterpart in later life even at the expense of a little exercise or perspiration.

d) To the extent that they are capable, should not boys and girls have an opportunity to have an active part in planning their programs?

3. From the point of view of the learner, play for play's sake is an acceptable value.

4. Interest in play and in play situations should be used by the teacher in developing desired outcomes.

5. Values are influenced by "what is important," by what is of value to the learner, by "felt needs." E. g., the sixth grader may or may not be interested in becoming a leader or a good sport. Desirable conduct involving good sportsmanship may be influenced, however, by the desire of the child to be accepted by his group or through group pressures.

6. Values attached to an activity, or the "value-potential" of the activity, hinge upon the breadth of information and understanding held by the individual affected, and by the leader.

7. Effective leadership in sports and recreation is based upon a recognition of the worth of the individual.

This involves an understanding of the individual and a recognition of the place assumed or given to the individual in his social setting. Contrasted methods of handling and of evaluating an activity class or a physical education group will aid in bringing out

this point. Teacher A, directing a group in tennis, sees a total picture—namely, everyone is busy, no one is complaining, and apparently everything is in order. Teacher B, in the same situation, in moving about, sees that John is committing a foot fault each time he serves and Sarah has a habit of calling close decisions involving the back line in her favor, while Jane questions each decision made regardless of her position on the court. Jim rarely hits a ball “center” of the racket and is forming a definite dislike for tennis (in his case he needed his glasses correctly fitted). Each of these situations is important to the persons involved, and to Teacher B who sets about with the individuals involved to effect a change.

8. The effect of the Coach or Teacher on Values. It may help the teacher to understand his importance in the thing he is doing by considering some of the following points:

a) The opportunities for the development of values lie in participation.

b) The values that come out of physical activities or of recreation may be good or they may be harmful.

c) Leadership given will be the most important single factor in the type of value or the extent to which values accrue. The approach of one teacher in the attempt at emphasis on values inherent in a certain situation may be illustrated by the following example:

The game, “Steal the Bacon,” was being played by the second grade of Ruth Moyer School in Fort Thomas. The children were divided into two equal sides. They formed lines facing each other. Children were given corresponding numbers on each side. An Indian Club was placed midway between the lines. Miss Martha Cockrell, the Physical Education director, called a number. One child from each side tried to steal the club. If he got back to his team safely with the club it meant a point for his side, but if he were touched by his opponent it was a point for the other team.

On this one occasion Jerry Zurek had the club and carried it to his side. Both teams claimed the point. It was difficult for Miss Cockrell to judge whether Jerry had been touched or not, so she asked him. Of course it meant the point would go to his opponents, but Jerry said, immediately, “Yes, I was touched.”

At this time Miss Cockrell stopped the game, got the attention of everyone and praised Jerry for being honest. He received recognition at the proper time. It made him proud that he had done the right thing. The children were all impressed by the recognition that he received.

d) To many youngsters and in many schools the coach is a combination of hero to be followed and patterned after. This places

upon the coach a tremendous responsibility, and a realization among many administrators of this fact has caused them to select coaches who set a desirable standard.

e) Honesty cannot be taught or caught from the coach who is dishonest in his relations to his boys or in relationships which they witness.

f) The effect of the coach on the sportsmanship shown by his team and his school cannot be overemphasized. This puts a burden on the coach, but his is a large job.

g) The opportunities for effective guidance in the highly emotionalized atmosphere of which he is a part are more frequent and of such potential value that the coach has a highly responsible job.

h) The attitude of the coach toward other areas of the school is important through the attitudes reflected by those under his direction.

i) The attitude of the coach toward the nature of the total activities program may be highly influential in shaping the program.

j) What are the effects on youngsters of the coach who says: "You only get two fouls whether you brush him or stop him cold," or "If you are going to foul him, take him out good"?

k) The coach can point the way by saying: "You must be a good sportsman to be on my team."

l) The effective teacher and coach will be aware that in dealing with boys and girls:

(1) Success improves competence and confidence

(2) Chronic defeat robs of self-respect

(3) Embarrassment and failure may lead to lying, cheating, or rationalization

(4) That fear is not conducive to success in learning

(5) That competition is a greater force in learning than cooperation, but that unbridled competition or unsupervised competition may lead to a complete breakdown of the support given by the public to athletics. The above principles may serve as a guide in the organizations of the programs of physical education, athletics and recreation.

III. OPPORTUNITIES FOR ACHIEVING VALUES

Outlined below are some of the values and techniques for offering opportunities for achieving values that the present workshop group held to be important. Recognition is made of the fact that

this listing is quite inadequate but it may serve as a guide for experimentation.

1. Every Individual should have an Opportunity to Experience some Success:

a) For the person who has a low IQ but who is strong physically provide, if possible, an opportunity to excel in sports. E. g., the good runner or baseball player is commended for his excellence in these activities.

b) Provide individual training for those not skilled

c) Provide opportunities for boys and girls with ability to help those less skilled.

d) For the boy or girl who is weak physically but strong mentally, provide opportunities for games that require skill or strategy but that are not too strenuous. E. g., ring games, horseshoes, chess.

e) For the person who is weak physically and mentally, provide give-away games (checkers), opportunity for ringing bell at recess or noon where such a system is used, or very simple puzzles and picture cut-outs.

f) Attempt to bring out the timid pupil by permitting him occasionally to select a game to be played, by having skilled pupils aid him, by having him name or select a game that he might like, or by helping him achieve some success in the group in another way.

g) Through the provision of a wide range of activities that may appeal to the interests and abilities of all persons. (The poliomyelitis victim may not be able to enjoy football but may excel at swimming, or in shuffleboard, e. g.) In the Morehead Schools opportunities were given for three boys who for physical reasons were not able to participate in active athletics to associate themselves with the athletic team by becoming a scorer, a shot chart keeper, and a manager. There is nothing unusual in this case, except that it recognizes the importance of looking for worthwhile experiences for an increasing number of boys.

h) Through competition with persons of comparable ability. In many States, (Illinois, Ohio, Pennsylvania, for example) schools have been divided on a basis of size for inter-school athletics. A similar approach was made in Kentucky in 1950 in the conduct of the State swimming meet.

i) Through the use of divisions for competition on a basis of age, height, weight, a combination of these, or other factors.

j) Through the utilization of boys and girls in activities as leaders, officials, timers, scorers, reporters, and scouts.

k) Through the extension of opportunities for participation through:

- (1) An inter-school program that includes more than the commonly limited range of activities now offered by most schools
- (2) Through the organization of weight teams, "B" teams, junior varsities
- (3) Through the extension of the intramural program
- (4) Through the improvement of instruction in required physical education
- (5) Through the utilization of leadership potentials of all staff members. One school found its tennis coach in its mathematics teacher, a folk games leader in its Principal. Another school has tied its athletics program into the school by selecting as its coaches men whose primary job was that of teaching some academic course (Shelbyville, e. g.). The teacher of physical education also coached in this instance.

2. Provide Opportunities for Individual and Group Creative Experience through:

a) Participation in the development of rules of safety for personal and group conduct. This procedure starts in the nursery of one school.

b) Participation in the planning for picnics, parties, socials

c) Participation in the group planning of the required physical education, intramural, and recreation programs

d) Through offering of opportunities for instruction and participation in the arts and crafts

e) Through opportunities for participation in individual-or group-produced pantomimes or skits or plays

f) Through opportunities for participation in activities of the dance program; in the interpretation of symbols, meanings and movements, rhythms

g) Provision of opportunity for work with sand (elementary)

h) Through the use of mimetic type of activities in the elementary school:

(1) Acting out stories through movement

(2) Acting out tasks or movements such as washing dishes, birds flying, etc.

(3) Interpreting music through running, skipping, hopping, etc. (Going to California—game)

3. The Development of Social Sensitivity: developing a respect

for the opinion of others, a sense of justice and of responsibility through:

- a) A sharing of ideas in planning and evaluating activities
- b) Keeping score
- c) Keeping time
- d) Participation in parties, hikes, dances, etc.
- e) The provision of an opportunity for the individual to fuse himself with the group through one of the above activities or others
- f) Studying the contributions of various races of people to sports and recreational activities, e. g., the Greek development of track and field activities.

4. Growth in an Appreciation of the Universe through:

- a) A study of the play of people of all nations
- b) Participation in folk dances and in planning costumes
- c) A study of the origin of all games such as bowling, archery, tennis
- d) Outdoor activities and hikes:
 - (1) Nature study from the standpoint of art
 - (2) Identification and study of wild life and its habits
 - (3) Development of a sense of the complexity and organization of our natural surroundings

e) Story hours

f) Dramatization

g) The making of clay and other models. (The activities may be coordinated with work in the Social Studies, Art, English, Dramatics, Health and Science, Mathematics, Spelling)

5. Growth in the Discrimination of values through:

- a) Participation in a wide range of activities and an evaluation of them
- b) As a leader in deciding on the qualities needed by team members
- c) As a participant in deciding on the qualities of a good leader.
- d) The making of choices of the activity desired when a choice is given
- e) A recognition of the place various races of people have held in the making of records in sports and in the development of games
- f) The assumption of responsibility for decisions and choices made, either in participating or planning of activities

6. Appreciation and Respect for the Body through:

a) Recognition of the need for a fit body in competition. Competitive athletics and physical education should not be engaged in without a medical check-up. It is commonly recommended that in competitive athletics the check-up should be made at least annually. The player, the student should know and come to appreciate the results of the examination.

b) A study of the importance of the various parts of the body in the playing of particular games

c) A critical appraisal of good body position or posture in the performance of tasks such as lifting, throwing, running, and pushing

d) An appraisal of the physiques of various leaders in sports and of the body types that seem to excel in different sports: the lineman, the backs, the basketball center, the sprinter, the distance man

e) An understanding of the physiological limits of the body in action and its quick recovery from fatigue

f) Recognition of the effects of illness on condition

g) A study of the effects of intemperances (eating, smoking, drinking) upon body condition

7. Growth in the Sense of Responsibility and Accountability through:

a) Serving as a leader in the choice of games

b) Serving as a captain in organized games, such as baseball

c) Serving on committees planning parties

d) The scouting of opponents

e) Assuming responsibility as chairman of a finance committee in the purchase of equipment

f) Serving as a manager of a team or in intramurals

g) Serving as an equipment manager

h) Recognition of the responsibility of the follower-acceptance of leadership. This may be illustrated by the case of Bobby which follows:

One of the teachers realized that when disputes arose on the playground she was called upon to settle them, and the children would abide by her decision. She felt that this was not teaching any values in good sportsmanship or in living together, so she told the children that she would like for them to settle their own disputes, such as whose bat it was, whether a child was "out," and about what position the children would play when they had a ballgame. She told them why an umpire was needed, and that they must learn to make their own decisions.

This worked very well, with the exception of two children who seemed to feel that everyone was against them, and when things were not settled in their favor, they would lose their tempers and quit playing, regardless of the game.

The class talked this situation over with these two boys, and told them that they were going to try to help them. One interesting fact was that the two boys recognized their problem. As this procedure progressed there was a noticeable change in these boys. By learning to accept decisions on the playground they were also learning to make and accept decisions in the classroom.

Bobby in particular was quite belligerent in the beginning but was soon taking much pride in himself when the children would tell the teacher that Bobby didn't get mad today and Bobby, who had been quite unhappy most of the time, was beginning to be a happy child. He was learning to admit that he was wrong. He was learning to share, and school was taking on a new meaning for him. It was no longer a place to which he *had* to come, for Bobby's home life was not too happy.

The attitudes that he had built up at home and had brought to school were gradually disappearing. Not only was Bobby happier, but the children and teacher had the satisfaction of seeing a job well done.

8. Learning to Lose as well as to Win Graciously through:
 - a) Not being boastful in victory
 - b) Failing to give alibis in losing
 - c) Avoiding taking unfair advantage of an opponent
 - d) Withholding degrading remarks about opponents, officials, coaches
 - e) Congratulating opponents in a sincere way following a victory or defeat
 - f) Controlling tempers to the best of ability on and off the playing area
 - g) Recognizing and commending good plays of either team
9. Respect for Property, through:
 - a) Helping in the selection of equipment used in the program of sports and recreation
 - b) Planning the use of budget allotment in purchase of equipment (This plan has been most successfully followed in a New York School.)
 - c) Assisting in the planning and construction of new equipment
 - d) Assisting in the cleaning and storing of equipment
 - e) Assisting in making an inventory of equipment

f) Evaluating the values of well-kept equipment in increased joy or use

g) Aiding in the care of courts and playing areas

h) Trying out "loose" and "careful" handling methods in the use of equipment. Careful handling and responsible use of equipment, a must for the school with little, is desirable in any school in the formations of attitudes.

10. Honesty. Opportunity for the Development of Honesty as a Trait or Value may be Provided through:

a) Making decisions involving whether a ball is "in" or "out," "foul" or "fair."

b) Making decisions as an official, a timer, or a scorer of games

c) Evaluation of one's own conduct in reference either to one's true self or to the group.

d) Being fair to teammates in the matter of training

e) Being honest with the coach with reference to equipment or training

The effect of group opinion and of the way one coach handled the stealing of towels is well illustrated by the following story:

On one occasion one of our boys took the towels from his hotel room and the silverware from the cafeteria. One of the student managers reported the theft. A short "prayer session" or conference was held by the coach with the boys, and he decided to return the articles and to apologize to the manager of the hotel.

The ball players held a meeting over this matter and decided such conduct was not in keeping with our rule on loyalty to the "good name" and standing of the school. The boy was held out of the next scheduled contest. This type of conduct has not occurred since.

11. A Feeling of Responsibility to the Group and to the Community may be Developed through:

a) A recognition of the importance of team play in a team sport or of both members in a dual sport—tennis, badminton, and other dual games

b) Participation as a member of a planning group for recreation outside the school

c) A recognition of the effect of individual or group conduct on trips or in athletic contests on community prestige.

IV. FORCES THAT SHAPE THE NATURE OF THE PROGRAM

No effort was made to go beyond the mere listing of forces that help to shape the nature of the program in the schools. It is the opinion of the group, however, that any sound program must consider all of the factors which are at work.

1. Among the factors are:

- a) Public opinion
- b) Training of personnel
- c) Effect of institutions of higher training
- d) Accrediting agencies
- e) State H. S. A. A.
- f) Finance
- g) The church

Failure to recognize these as factors is sheer folly. Careful planning will consider the effects of each and will take advantage of any possible inter-working relationships.

2. Other Agencies and Groups Interested in the Provision of Recreation

- a) YMCA—YWCA
- b) Boy Scouts—Girl Scouts
- c) Civic Clubs
- d) American Legion
- e) The church
- f) Public recreation departments
- g) 4-H
- h) FFA—FHA
- i) Sororities and fraternities

According to a precept advocated by Earl Kauffman, of the University of Kentucky: "Recreation is everyone's business."

V. ADMINISTRATIVE PERSONNEL

1. **Administrative Opportunities:**

- a) For the School Administrator

The need for good leadership is recognized, and the administration may aid in securing, training, and where necessary, protecting its leadership in sports and recreation by having a higher expectancy of these fields, requiring equal training in all fields of teaching within his school, avoiding the internal tug-of-war for pupil time through the establishment of an activities council and through co-operative planning and discussion, establishing an athletic council or guiding committee responsible for the policies pursued in athletics, encouraging better understanding and cooperation between faculty members by requiring participation in faculty planning and meetings by all members (this should include the coach), work-

ing toward the establishment of approximately the same hour requirements and working conditions in all fields.

Worthwhile, broad programs in athletics and recreation cannot be established in a short period of time. This suggests, where needed, either divorcing the program of physical education and recreation from the leadership of the coach and the hiring of new personnel to take care of this, or an effort to develop a new philosophy of coaching and giving to the coaching profession greater stability. It is unfortunate that in many instances by the time a coach gets enough experience to understand boys, he must begin thinking of another occupation because of the pressures brought to bear upon him.

Aid is needed in the development of a point of view that training for leisure is needed—that recreation training involves all teachers. Encouragement should be given to community-wide planning for recreation leadership when necessary. Opportunities should be given for use of limited facilities by the employment of staggered play periods (elementary school), recesses, and full student planning. Long-term plans should be developed for the physical education and recreation programs (three and five year plans are being successfully employed in these fields, with even longer vision being desirable).

b) For the Director of Athletics

The material which follows may indicate some possible approaches to the interpretation of the program of the school to the public. It suggests, too, some general administrative functions of the athletic director in making his program functional.

(1) The Collection of Facts:

- (a) Secure facts which will provide a defensible basis for your program
- (b) Perform executive acts which will enable administration to appraise the effect of the acts
- (c) Adopt a policy, if facts point toward the desirability of that procedure; do not ask for support on a personal basis

(2) Attitude toward Staff:

- (a) Reward and encourage the contribution of ideas and service by the staff; do not accept credit due someone else
- (b) Require all members to be qualified for their positions. You have increasing support in this from both the State Education Department Certification and through rulings of the Kentucky High School Athletic Association
- (c) Stress staff selection rather than dismissal as a way out of staff troubles

- (d) Delegate authority and responsibility clearly; the duties of large staffs may be more definitely understood by charting these duties on a card
- (e) Meet with the staff to discuss policies and procedures
- (f) Inform staff members concerning openings in other institutions

(3) Attitude toward Students:

- (a) Provide student leadership and responsibility; encourage student-staff planning
- (b) Provide the most adequate and workable scheme of classifications of students possible
- (c) Give recognition for work in sports and recreation, but keep this in line with general school policy
- (d) Teach skills and games useful in school and in later life
- (e) Provide for an extensive program
- (f) Require a medical examination of all participants in physical activities. Avoid trouble as well as protection for your boys and yourself

(4) Attitude toward Public:

(a) Keep the public continually informed in regard to the educational work you are doing. This may take time, but it will pay in tenure and understanding.

(b) Keep department well represented in all worthwhile civic organizations. If **you** are in the department, show an interest yourself.

(c) Operate on a sound financial basis, have a budget and follow it. Seek to make your activities educational and a part of your regular school budget.

(4) Attitude toward Opponents and Competitors:

(a) Seek the advice of your opponents

(b) Join an athletic conference if you can find one in your school class

(c) Regulate the crowds at your athletic contests so that both teams may compete under favorable conditions. This may call for an educational approach.

(5) Attitude toward the Educational System:

(a) See to it that your pursued aims and objectives are in accord with those of education and stand ready to re-consider

(b) Refrain from embarrassing other faculty members by asking special favors for athletes

(c) Cooperate rather than contend with other departments

2. Teacher-Coach Relationships:

Effective personal relationships between all teachers are important in the attainment of a setting conducive to the establishment of values. One of the following represents a professional approach—a problem:

a) Coach A wants his team out of classes for extra practices prior to a tournament. The faculty clears this for the coach, feeling that at this particular time it would not interfere with the general program.

b) Coach B decided his team needs an additional practice and tells his boys to see their teachers to get permission to practice.

The coach can be an effective aid in increasing the degree to which importance is attached by his players and by the general student body to academic achievement: (1) by expressing an interest in grades made, (2) by insisting that athletes make necessary arrangements for making up work missed, (3) by taking a cooperative and intelligent attitude in other areas of the school work.

The realization on the part of the other teachers that for some boys athletics may make an equal or greater contribution than other areas of the curriculum may make for a more reasonable point of view than that now taken by some teachers. (The point of emphasis again should be boys or girls and not on subjects or activities.)

3. The Activities Council

The school seeks to develop a well-rounded, integrated individual. Yet in many schools there are interests, forces, and teachers working at cross purposes to the best interests of the student. The co-operative planning of the school activities program may aid in the avoidance of the cross purposes evident in many schools and in placing correct emphasis upon the various activities.

a) The School Activities Council:

(1) Members—teachers of art, music, dramatics, athletic coach, athletic director, representatives of the student bodies.

(2) Established through:

(a) Principal's edict, or,

(b) It may grow out of a feeling of need after general faculty and student discussion

(3) What might be its work:

(a) Survey recreational interests and needs of group—students, staff, community

- (b) Aid in establishing opportunities for recreation, using particular interest of staff as nucleus for supervision and of students as leaders
- (c) Build a well-rounded program based upon immediate interests
- (d) Assist in planning the activities calendar to avoid conflicts where possible
- (e) Establish policies relative to the conduct of activities

b) The Athletic Council (Serves to give strength, continuing policies, and guidance to an important program that frequently hinges solely on the capabilities and training of a single individual.)

The Council Should:

- (1) Determine the policies of the Athletic Program
 - (2) Include the Superintendent, Principal, athletic director, coaches of the various sports, supervisors of physical education, financial manager or treasurer (where those are applicable)
 - (3) Provide for making awards on the merit basis
 - (4) Determine the number of games played in each sport
 - (5) Determine the number of participants in sports
 - (6) Provide adequate equipment
 - (7) Provide a trainer who is an expert in first aid where possible
 - (8) Provide insurance
 - (9) Provide for physical examinations
 - (10) Allocate the authority of the staff
 - (11) Finance the program
 - (12) Coordinate the program with the other departments
 - (13) Provide for the administration and supervision of the program
- c) The Publication Council (This was added only to illustrate allied or similar organizations.)

VI. PROGRAM

1. Basic Criteria for the Construction of a School Program in Physical Education and Recreation:

- a) The welfare of boys and girls should be the determining factor in all programs and procedures in physical education and recreation.
- b) The program of physical education and recreation should be integrated with the educational program of the school so that administrators, teachers, and directors will share a mutual responsibility¹.

2. Development of Leisure-time Interests in Physical Recreation through Participation in Physical Education as a Participant or a Spectator:

¹Bower, W. C., Lectures, U. K., 1949, Workshop on Moral and Spiritual Values in Education

a) People continue to do those things in recreation which they do reasonably well.

b) Skills should be taught, beginning in the elementary school.

c) Opportunity for practice must be given.

d) Appreciations may be developed in the physical education class by:

- (1) Evaluating the activity in terms of age at which it can be used
- (2) Evaluating the activity in terms of locale
- (3) Information on the selection and purchase of equipment
- (4) The use of films depicting correct form or technique
- (5) Visitation to see superior play or players
- (6) Acquaintance with the agencies that are interested in or help sponsor the activity out of school

e) Specific activities through which children may gain experience in the conduct of the physical education or recreation program:

- (1) Basketball, e. g., in playing, in officiating, in timing, in reporting a game, in planning for a game or tournament, in organizing and conducting tournaments, in evaluating the outcomes of the play in terms of individual and group plays and values
- (2) Not all children may participate in all of these activities, but instruction and careful guidance in them will aid in the making of intelligent judgments of their importance and of their conduct

f) The Contribution of the Social Studies

One Calloway County teacher has made a real contribution in the development of attitudes toward the wise use of leisure time and in the actual development of skills that may be used in recreation through projects in: reading, research, movies, music appreciation, designing, sketching and painting, excursions, craftsmanship, field trips, active participation in sports and play, appreciation of animals as pets, collection as a hobby, performing services for unfortunates, home improvement projects, nature study trips, parties, pageants, programs, ceremonies, landscaping, flower and plant culture, participation in civic organizations and health projects, drives and safety campaigns, interviews with notables, utilization of radio and television, art appreciation study.

g) Correlation between the recreation program of F. F. A. and F. H. A. and the total program of physical education, Athletics and recreation (as developed at Morehead High School, Morehead, Kentucky.)

In directing the work of the F. F. A. and F. H. A., the teacher of Vocational Agriculture and the teacher of Home Economics are responsible for an outstanding local chapter with a challenging program of activities that has a part in the development of well-rounded individuals that know "how to live" as well as "how to earn a liv-

ing." Each teacher must cooperate if the school is to develop well-rounded individuals who will be able to accept the responsibilities of society and be prepared to meet new situations with new ideas.

Committees are appointed by the officers of the F. F. A. Each boy serves on one committee each year. This helps to provide training in leadership, and through this method the boys actually plan what they will do during the year. One of the committees in the Future Farmers of America is the committee on recreation. Each committee has a chairman and a secretary. Each committee works out a program of activities for the year. A challenging program of activities is, in reality, the only way to have an active chapter of F. F. A. or F. H. A.

The goal of the F. F. A. and the F. H. A. in recreation is "to provide wholesome individual and group recreation in the home, in the community, and in the school." This does not take the place of physical education classes and athletics in the school, but supplements this training; and it often gives the individual student an opportunity to lead the group by putting into practice some of the ideas and skills learned in physical education classes and athletics. Often the coach and physical education director have suggestions and ideas that aid in carrying out a good program for recreation activities of the F. F. A. and F. H. A.

In the school there is an activity calendar, and each group must clear the date for its activity on the school activity calendar. This activity calendar is made up early in the school year. Here are some of the important activities that the recreation committee in F. F. A. and F. H. A. at Morehead High School planned and carried out for the year 1949-1950.

- F. H. A. and F. F. A. summer party
- F. F. A. summer trip (saw Cincinnati Reds play baseball)
- F. F. A. summer picnic
- F. H. A. and F. F. A. hayride and weiner roast
- F. H. A. and F. F. A. folk-game party for the entire school (at the beginning of the school year)
- F. F. A. basketball (no boys playing on the squad took part)
- F. F. A. softball (made up of F. F. A. boys who were not on the school baseball team)
- Local talent music during chapter meetings
- F. F. A. Christmas party
- F. F. A. and F. H. A. Valentine party
- F. F. A. raccoon hunt and wiener roast

Annual F. F. A. parent and son banquet
 F. F. A. day contests
 F. H. A. tea
 F. H. A. community recreation May Day program
 F. H. A. Day
 State F. F. A. Convention
 State F. H. A. Convention

It must be kept in mind that actual correlation must come through cooperative planning of the activities schedules of all teachers.

3. Interscholastic Athletics

Nash¹ has pointed out some present undemocratic tendencies in sports. Among the points he makes are:

There are still some sharp practices carried on by coaches under the tacit approval of school administrators and communities. Players have been solicited, proselyted, subsidized, and pampered. In some few instances, faculty members have been influenced to giving passing grades to the athletes. The next undemocratic practice has been that of making athletics the privilege of a relative few.

"Divorced from publicity, community enthusiasm, the pride of the school officials and the ambition of coaches, athletics could fulfill a real end."

Increasing recognition is being given by educators to the opportunities presented in interscholastic competition for the development of values. Increasing effort is being made to get full measure educationally from this area of school life. May we examine several points:

a) If athletics are to be truly educational they must be well planned; there must be the same expectations held for them as for other areas of the school; they must be placed on a plane comparable with other areas; they should be given financial support similar to that given other areas. The Baltimore Schools this year underwrote the athletics programs of their smaller schools with a substantial sum of money; they initiated night games in football and took all basketball games out of the municipal auditorium; set up and returned them to their school setting. The Cincinnati Schools, as do Chicago Schools, now sponsor their basketball games in the afternoon as a part of the school day. Some schools have found it necessary to limit spectators to the school group.

¹Nash, J. B., *Physical Education, Interpretations and Objectives*; A. S. Barnes and Company, New York, 1948, page 254.

b) Training now considered good for the few should be extended from the present limited program to (1) a wider group of participants through the formation of junior varsities, weight teams, etc. (2) extension of the range of activities from the presently common one or two activities to activities that may have greater carry-over value after school is completed, while continuing the present activities.

c) Should there be more equal competition through the use of the classification of schools on a basis of enrollment? The trend nationally seems to favor this.

d) Can we improve the setting in which many of our contests are now held?

- (1) Through increased support of the fine efforts being made by the Kentucky High School Athletic Association and similar organizations in other states
- (2) Through continued search for new methods of improving officiating
- (3) Through the use only of officials mutually agreed upon
- (4) Through continued and persistent effort to maintain attitudes of good sportsmanship
- (5) Some schools are now making efforts to treat visiting teams as guests and are extending such courtesies as assigning managers to look after the needs of visiting teams, making towels available, seeing that locker rooms are clean, having the teams eat together when meals are served, arranging entertainment and opportunities for becoming acquainted following the game

e) Can we find new means to make these games, not community diversions, but forces for increased friendship and understanding? Many splendid efforts at cooperative relationships between coaches, Principals, cheer-leaders, and bands are available. In one instance both the coaches and bands of rival schools were exchanged for "pep rallies."

f) Attached as a supplement to this report is a reprint of an article, "Sportsmanship: Whose Responsibility," which attempts to suggest the the responsibilities for good sportsmanship.

4. The School Camping Experience

Considerable thought is being given to, and much can be said favoring, the opportunities presented in the camp for the development of values. The section on "Sports and Recreation" was unable to explore this area, but offers for consideration the observations of one student (Betty Button, U. D., 1949) and of introductory statements by Dr. Earle Kauffman, Director Recreational Curriculum, University of Kentucky, before one of the sections meetings.

Quoting from Miss Button: "The child also becomes a better citizen as a result of his outdoor experiences. He learns the social graces by living with his campmates. He learns cooperation and habits of industry by sharing in such camp chores as washing dishes, setting the tables, chopping wood, drawing water, keeping the cabin or tent straight and cleaning the grounds. He also learns desirable character traits—he learns initiative and resourcefulness by having to do for himself with the materials available, he learns courtesy through the instruction of his counsellor and living with his companions. He learns cheerfulness and leadership through participating in the camp activities and programs. And he learns courage. Many children come to camp with fears which they have developed through ignorance or superstitious beliefs of their parents—fear of the dark, fear of snakes, to cite some examples. It is the child who has always slept indoors and never heard the night noises who is afraid and doesn't appreciate the beauty and peace of night. Also, it is the child who has never touched a snake and has heard many exaggerated stories, who is frightened when a snake appears. Familiarity with life conquers the fears of life.

"Outdoor education contributes immeasurably to all the major objectives of education, but most important of all it makes the child a better citizen, and as good citizenship is the ultimate aim of the entire American system of schools, then educational camping is justifiable on that one fact and should be here to stay."

Among the points made by Dr. Kauffman concerning the opportunities presented in the school camp are these:

a) The school camp presents the opportunity for going into real life situations where learning may be highly effective.

Curriculum values:

Arithmetic—estimating cost, planning together

English—diaries

History—at one of its sources in this particular case

Music—sounded better to the group than at school (against a 70 foot cliff)

b) Camping offers an opportunity for the satisfaction of four basic desires or urges:

(1) Desire for security—fear that they wouldn't measure up
Of snakes; bugs, etc.

(2) Desire for excitement, new experiences

(3) Desire for affectionate response

- (4) Desire for recognition, attention, place in the group
- c) School camping provides an opportunity for the repetition of pleasant experiences for the improvement of pupil-teacher relationships.

VII. ADDITIONAL TECHNIQUES THAT MAY AID IN THE DEVELOPMENT OF VALUES

In addition to the techniques suggested elsewhere in this paper, the following additional ones were offered for consideration:

1. Slogans:

Slogans be used to some advantage as a technique of emphasizing or recalling values. Imposed without meaning to the individual, however, they will have little value. When selected by a class or group to represent a feeling or idea they have established, such as a class motto, a slogan may have immediate and lasting benefits.

Examples:

"A quitter never wins, a winner never quits"

"Why swear"?

"You're not tough because you swear, and you don't curse because you're tough"

(There are many, many others with which the reader will be familiar)

2. Swearing May be Controlled in Part:

- a) By setting an example
- b) By invoking the penalties for swearing
- c) By attempting to create an acceptance of the idea that one swears because he cannot better express himself. Swearing limits the development of expression.

3. Selection of Leaders on a Basis of Achievement:

- a) There is a difference of opinion about the need for giving all boys and girls an opportunity to lead activities.

b One teacher's method is to rotate the responsibility of leading the group:

- (1) By selecting the boy or girl whose actions have indicated acceptable conduct and improvement in conduct. (Leadership is a reward for good conduct)
- (2) By using the desire to be a leader as a method of gaining the desired end of acceptable conduct by saying (elementary): "I would have liked to have chosen——but something he did today indicates maybe I would have been wrong," or, "Don't you think that ——has shown improvement or has shown

us that he knows better how to take care of himself," or, "Do you think we could help——become a leader soon by helping him so and so."

4. Social Analysis as a Technique: This is a method or approach that could be used by a teacher in analyzing situations for values and in developing further insight into the nature of problems. The first step is to state the problem. An example is here given of the use of the technique:

Take the problem of Bill, an 8th grade boy coming into your public school from a private school. Bill is tall, strong mentally, and showed some speed but had no skills due to the fact he had had no training. His father was a great athlete and anxious for his son to excel. Bill has a younger brother who is well adjusted and enters into all sports. Bill will not enter into any sport and is called a sissy by his classmates.

The Problem: How to help Bill adjust himself to his new surroundings

"Value Potential" of the Situation, the values involved:

- (1) Sense of personal worth
- (2) Each individual ought to experience some success
- (3) Honest personal relationships
- (4) Self respect

(These are not all the possible values to come out of this learning situation, but enough to explain the procedure.)

Technique

- (1) Bill's chance for success and personal worth would come from developing his skills and speed. He has possibilities.
- (2) The relationship of father and son should be put on more honest, understanding basis. Probably a personal interview with the father, and, if he is an understanding father, a camping trip with his sons. (The feeling of father toward son in this problem is a definite block to the boy.)
- (3) The boy's security and self respect will come as he learns to excel and as he develops a sense of personal worth in relation to his group and community. (The one thing that all teachers must keep in mind is that no technique works all the time and little is accomplished in a day. When one thing falls, try something else)

5. A Technique for the Motivation of Moral and Spiritual Values in the Regulations for Winning Honor Pins (as Developed in the Program of Highlands High School, Ft. Thomas, Kentucky.)

The honor system is planned to reward students who meet certain requirements in a program designed to develop a well-rounded personality. The student is required to maintain a good scholarship record, to participate in extra-curricular activities, to conform cheerfully, and willingly to accept standards of good school conduct.

The plan is based on a system of points. A total of 150 points per semester must be earned to merit a place on the Honor Roll; a minimum of 50 points must be earned in group A; a minimum of 45 points from group B; and an extra 15 points must be gained from either A or B or from A and B combined. Faculty recommendation is required and counts 40 points.

By fulfilling the above requirements, the student secures a place on the Honor Roll. If he does this two consecutive semesters, he is entitled to an honor pin. Pins are awarded in both junior and senior high. The first year on the honor roll merits a bronze pin; the second, a silver; and the third, a gold pin.

Group A based on Scholarship

A minimum of 50 points

	Points
Grade A in one regular scholastic subject per semester	25
Grade B in one regular scholastic subject per semester	15
Grade C in one regular scholastic subject per semester	5

Group B based on Extra-Curricular Activities

A minimum of 45 points

	Points
Gym, Music, Band, Home Economics, Art, if not taken for credit, each	20
Work in office, library, laboratory	5-20
Attendance with all absence excused	10
No tardiness	10
Outstanding homeroom participation	5-10
Approved by class, homeroom, club officer	5
Senior Class President or Treasurer	5-10
Member of Student Council	10
President or chairman of Standing Committee	5-10
Member of Delegate Assembly	5
Active member of school club	10
Member of committee for school improvement	5-10
Public performance for school	5-10
Business manager of a play	5-10
Auditorium Program	5-10
Publications Staff	5-20
Blue Ribbon	5
Debate team	5
State Speaking or Music Contest	5-10
Member of Varsity Squad	10
Winning of Varsity Letter	10
Member of Jr. High Athletic Team	5
Winning of Jr. High Letter	5
Student Assistant to Athletic Council	5-20
Cheer Leader	5-20

Other points may be awarded for meritorious work not listed at the discretion of the faculty sponsor.

Group C based on Faculty Recommendation

Every member of the faculty will pass on students' eligibility. A student desiring to be recommended should cheerfully and consistently obey all the regulations of the school and conduct himself as a good school citizen without requiring constant supervision by the teacher. The teacher will warn the student for general misconduct before declaring him ineligible and will send a written statement to that effect to the dean's office at the time the student is warned. However, one outstanding dishonorable or disorderly act, if serious enough, may warrant the faculty in withholding recommendation. A written statement regarding this act must also be filed.

6. How to Organize Cheerleaders

a) The following chart is a suggested form to be used in the selection of cheerleaders:

Number	25 Pts. Voice	25 Pts.		25 Pts.		(Chart—Judges Form)
		Technique Coordination Timing	15 Pts. Poise	Personality Animation Appearance	25 Pts. Audience Response	
1						T o t a l
2						

b) Cheerleader Requirements:

- (1) Be present at all practice sessions
- (2) Be on time at all practice sessions
- (3) Being tardy ten minutes, without an excuse acceptable to sponsor, will be considered the same as being absent. The same rules shall prevail for tardies as for being absent
- (4) When a cheerleader is absent from a practice session preceding a game, an alternate shall take her place at the next game. This rule is put into effect in the hope that she will report to all practice sessions. Unless all regulars are present at the session preceding a game it is useless to work out new formations
- (5) At no time is a cheerleader to act unladylike or bring any criticism on the group or on the school by her actions
- (6) No cheerleader shall smoke while participating as a member of the school activities—before the game, between halves, or after the game. Wait until you reach your own home
- (7) No gum chewing while cheerleading
- (8) A captain will be appointed for each game:
 - (a) She is responsible for selection of yells
 - (b) She is responsible to see that the group is ready to go on the floor.

- (c) She is responsible for the evaluation charts during half time
- (d) The group must accept her choice and leadership
- (9) A cheerleader should be a good sport at all times:
 - (a) When winning or losing
 - (b) Be able to take constructive criticism from sponsor and group
- (10) There will be at least two practice sessions a week
- (11) The cheerleaders will furnish their own skirts. Neither the pep club nor the school will buy them
- (12) Cheerleaders will not be required to go to out of town games
- (13) No girl can be a cheerleader with a grade below C
- (14) No girl can be a cheerleader if she lacks in citizenship, has wrong attitudes in class or after, receives complaints from teachers, etc.

c) Each cheerleader may be required to sign the following:

"I understand the rules and regulations set up for cheerleaders and agree to abide by them (or else resign) (or expect to be asked to resign) from the position of cheerleader."

d) Duties of a Cheerleader Coach:

- (1) Be prompt at all practices
 - (2) Be as tactful as possible when making suggestions and corrections
 - (3) Allow the cheerleaders to make up their own yells, but do not hesitate to advise when asked about the possibilities of the yell being a success
 - (4) Have a definite understanding about the rules and regulations set up for cheerleaders and then *stick to them*
 - (5) Take notes at all games; when possible meet with the cheerleaders during the half and tell them some of the things they need to correct
 - (a) The captain could be responsible for obtaining the evaluation chart and reading it to the cheerleaders
 - (b) The chart includes the following:
 - (1) Poor or good choice of yell
 - (2) Failure of all cheerleaders to get into position promptly
 - (3) Lack of pep during the yell—timing too slow
 - (4) Spacing between cheerleaders off balance
 - (5) Cheerleaders not jumping or turning together—failure to right will throw whole group off. Insist on the group "Dressing to the Right!"
 - (6) Decide on whether they are going to jump with feet apart, together, etc., then see that they do it
 - (7) Everyone should start with the same hand, as a rule
 - (8) Jumping out of line—particularly noticeable on basketball floor
- The above program was developed at the University Training School, Lexington, Kentucky.

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3. Films

Your Child is a Genius

Leaders for Leisure

One Thousand Dollars for Recreation

Playtown, U. S. A.

These films can be obtained from the University of Kentucky Film Library at reasonable rates. A catalog listing other appropriate films may be secured by writing to the University Film Library, Lexington.

4. Services Available

a) State Department of Parks (Frankfort, Kentucky), Miss Lucy Smith, Director, Frankfort.

(1) Will furnish speakers to talk on parks and recreation

(2) Has a park "planner" available to give such information

b) State Division of Game and Fish, Ed. Adams, Director of Junior Conservation Program—Frankfort

(1) Will help organize Junior Conservation Clubs

(2) Will provide speakers on: pollution of streams, stocking of streams, etc.

c) University of Kentucky, Department of Physical Education

Will aid in the establishment of physical education and recreation program through correspondence or visitation.

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V

SYMBOLIC EXPRESSION

Personnel

Leader, Mrs. Ruth Stallings, Training School, University of Kentucky
Members:

Mrs. Mary F. Burt, Ft. Thomas High School
Mrs. Rebecca Crockett, Bowling Green Grade School
Mrs. Mable F. Crombie, Bourbon County Vocational High School
Mary Lassiter, Murray High School
Mrs. Myrtle Lewis, Cane Run Grade School
Mrs. Virginia H. Rice, Morehead High School

I. SYMBOLS

1. **Definition:** A symbol, visible or invisible, is that which stands for or represents an experience or group of experiences; it may be perceived through any or all of the senses; it may be simple or complex.

2. **Origin:** Symbols arose from man's efforts to relate himself meaningfully to his environment and to communicate with other men.

3. **Classification:** Symbols may be classified as follows:

a) As revealed in the natural world: The change of seasons; sun, moon, and stars; lightning and thunder, mountains, trees, streams

b) As revealed in man:

(1) Posture (revealing attitude): bowed head, regal bearing, kneeling, at attention, defiance, disgust, etc.

(2) Gestures: wink, frown, smile, raised eyebrow, shrug of shoulders, clenched fist, etc.

c) As revealed verbally:

(1) Oral: Meaningful sounds, such as laughing, crying, groaning; spoken words, such as passwords, slogans, mottoes; sung tunes and words.

(2) Written: (a) alphabets and abbreviations, such as U. S. A., T. V. A., U. N.

(b) Words, sentences, and expressions, such as "Blue and Gray,"

"Stars and Stripes"

- (c) Numbers, such as "4-H," "49'ers"
- (d) As revealed in Art Forms:
 - (1) Speech: e. g., the Sermon on the Mount; Lincoln's Gettysburg Address
 - (2) Dances:
 - (a) Folk: Indian dances; reels, etc.
 - (b) Stylized: ballroom; legendary and historical and other Oriental dances
 - (3) Music: vocal, instrumental
 - (4) Writing: prose, poetry
 - (5) Graphic Arts:
 - (a) Calligraphy: diplomas, certificates, etc.
 - (b) Printing: documents, pamphlets, books, engraving, etching
 - (6) Fine Arts: handicrafts, drawing, designing, blue printing, painting, sculpture, architecture

4. Symbols perform the following functions:

- a) For the individual:
 - (1) Enhance meaningful experiences
 - (2) Recall and conserve meaningful experiences
 - (3) Convey meaningful experiences to others
 - (4) Enable individuals to share experiences in a creative enterprise
- b) For groups:
 - (1) Enable group to unite in common enterprise.
 - (2) Enable societies and cultures to formulate goals.
- c) May be used evaluatively as a testing of experience and understanding and as an occasional substitute for the traditional test.

II. THE USE OF SYMBOLS IN INFORMAL SITUATIONS

In order to create an appreciation for objects representing the culture of the ages, in order to inculcate a respect for the sacredness of human personality, in order to develop a sense of responsibility, and in order to achieve many other such moral and spiritual values commonly accepted as such, it is suggested that recognition and utilization be made first of many commonplace but worthwhile and frequently overlooked means of symbolic expression.

Of the many means close at hand which are rich in symbolic implications and which are nevertheless often overlooked, the committee on the "Place of Symbols in Education for Moral and Spiritual Values" has selected trips, exhibits, programs, and extra-curricular organizations as perhaps the most practical ways available to every teacher. It is emphatically urged that no teacher attempt to use the means presented here verbatim or to lift them as such in order to teach moral and spiritual values; it is hoped that they will be used only as illustrations and that every teacher who may read the report will use them only as guides and suggestions for similar experiences.

1. Centers of interest outside the classroom, i. e. trips, excursions, visits, and the like

a) Visits to spots of interest in the community

(1) Using Local Flora for Beauty in the Home

Sometimes that which is beautiful and of value to us can be found close at hand. Each year, when the girls in home-making classes are studying the flower arrangement unit, experiences are provided to bring out that beauty by applying art principles in the arrangement of local flora—the flowers and foliage of the field and forest.

In the study of the selection of suitable containers for arrangements of this kind, it has been found that the environment of the native flowers and shrubs yields interesting and novel objects, such as decayed logs, stumps, bird's nests, bird traps, and unusual rocks.

The culminating activity of this unit is the exhibit of wild flower and novelty arrangements at the Fall Festival and in down town store windows.

In evaluating the results of teaching this unit for a period of years, the homemaking teacher has observed, when making home visits, that many girls and adults who have studied this visit or seen these exhibits are using local flora in home beautification.

(2) A trip to the Kentucky Building

Two little birds flew upon the window sill in the second grade room. The children watched the birds and began to talk about them. They noticed that the birds were not the same size and color, and wondered why. Other questions were asked and much interest was shown. The next day a child brought a bird book to school. Two others brought birds' nests. In the art period, birds were drawn and colored. Some were cut out and one boy pasted wings on his bird and then tied a string on it to make it fly.

A little girl told the group about the Bird Room in the Kentucky Building on Western Campus; some of the other children had been there. The whole group wanted to go. We got permission and planned to go on Friday. Earlier in the year, the group had had

a study on taking care of other people's property. The values were reviewed before they started.

The group walked to the Kentucky Building and stayed in the bird room a long time while the librarian told about the birds. Later the group went through the rest of the building and on the way back to school stopped at the drug store for ice cream for which they had been saving money for several days. This trip to the museum led to exhibits, displays, poems, stories, booklets, etc.

(3) The Glee Club Visits Duncan Tavern

The glee club received an invitation to give the Christmas program for the Delta Kappa Gamma at Duncan Tavern.

In preparation for the program a study was made of carols, customs, traditions, and peoples of other lands. The girls selected a program they thought symbolic of some of our more familiar Christmas customs which have been borrowed from other nations through the ages.

After the program they were taken through the building and given first the history of the building and then the background of many of its beautiful furnishings and displays representative of the culture of our forefathers.

Many of the girls wanted to return and get a better look at some particular thing. Others were interested in the different periods of history shown there.

(4) An Excursion to a Private Garden in Our Home Town

The girls trio in preparation for a tree planting program at school had been practicing the song, "Trees," by Joyce Kilmer.

One girl said the song made her think of the flowering tulip tree in her garden at home. The trio visited her garden and enjoyed it very much.

The hostess pointed out with pride, not only the tulip tree but many different shrubs and flora, also a border which she had planted around the lily pond.

This is an example of sharing an appreciation for beauty, of pride in one's personal belongings, a recognition of the law and order of the universe.

(5) The Baker-Hunt Museum

The Fourth Grade had been studying their science book, *The Seasons Pass*, and their teacher wanted to take them to the museum to see an exhibit of trees, leaves, birds, nests of various birds, local winter birds, beak types of birds, foot types, fossils, rocks, silk-worms, and many other things which were on display. All of these things had been discussed in class.

To prepare the pupils for the trip, the teacher asked if they knew there was a small museum in Covington, and she showed them a picture of the museum. She asked if they would like to go to see the things they had been reading about in science.

"We are going to the Baker-Hunt Museum tomorrow. Not only is the history of the museum interesting, but the coming of the Baker family to Covington is a page in history, too.

"John Baker and Henry Von Puhl left Philadelphia in the summer of 1838 to make the long trip to Cincinnati. They traveled on a noisy, jarring train, a canal boat, a stage coach, and finally a steamboat. In Cincinnati the two men became partners in a lamp and candle store.

"In 1839 Mr. Baker returned to Philadelphia and married Henrietta Adams Porter, a direct descendant of John and Priscilla Alden. To this union a little girl, Margaret, was born; later they moved to Covington.

"Margaret married Doctor Hunt and from this fine old Puritan family, we have the good fortune of having the Baker-Hunt Museum.

"In 1928 Mrs. Hunt agreed to provide a museum building to house a collection of birds, insects and plant life, fossils, and minerals which had been given by Mr. Archie Williams, a naturalist from Latonia, Kentucky.

"The building, a colonial Georgian style, was dedicated in 1929. It is accepted by the National Association of Museums. It is to this interesting, but small, museum that I am taking you tomorrow."

(6) Transportation

The second and third grade combination class had been studying transportation. In connection with this study the class visited their Railway Station and saw the concourse, the ticket window, and traveler's aid station, the place where Pullman reservations were made, control tower (where men switched tracks), murals on the wall depicting the modes of transportation through the ages, the lounge car (on the train), and the Pullman car.

The children bought their own tickets and rode to the neighboring station where a bus awaited to return them to school. This was the first train ride for many of them.

Before the trip the class discussed some points of conduct to follow. A list was made by the children and each child made a copy of it.

- (a) I will keep my arms free of the open windows while riding on the bus
- (b) I will not be unnecessarily noisy on the bus
- (c) I will listen while the guide is talking
- (d) I will thank the guide when we are ready to go home

When the children returned home, each one graded himself on each point.

(7) Art Class

When Spring comes to our school, the art class moves out on the school lawn to sketch the lovely scenes.

(8) Botany Class

The botany class is seen on our campus many times during the year. They collect leaves in order to study simple and compound types.

A collection of twigs helps teach leaf scars and the arrangement of leaves. A study of seeds may be a very interesting one if the pupils go out on the campus and collect the seeds to be found there and note the various means of dispersal.

(9) Publications Group

Our school newspaper staff visited the local newspaper office and watched professional people put a paper on the press. They were very enthusiastic by the time the call, "The presses are rolling," came.

Many members of our Annual staff had been disappointed when their adviser had rejected pictures for their yearbook with the excuse they were not clear enough to be engraved. A trip through the engraving company gave them a new set of values, and they learned the difference between a good and a poor picture.

(10) Visit to Bank

A class while studying the monetary system of our country made a trip to the local bank. Plans were made before the trip: they listed some of the things that they hoped to see, some of the questions they expected to ask, and some of the things they wanted to learn. Previous to this experience the bank had meant little in their lives; they did know that some people borrowed money, and they heard of G. I. loans. Their real knowledge of banks was that it was a place for keeping money for safety.

The visit was made during working hours and the president, out of his busy day, took time to explain to their satisfaction the departments they had expressed a desire to understand. They left, having a better knowledge of the bank. The president wisely gave them a satisfied feeling that the bank served them directly when in need, but all the time it was serving them indirectly. The bank serves the community!

(11) Visit to Hospital

Children, as a rule, think of the hospital as a place to which people go in distress or illness, and for that reason they have a feeling of awe toward it.

In connection with Hospital Day the local hospital board offered prizes for the best essays on subjects that would enlighten the public about their service to the community. It was made possible for the children to visit the hospital to learn more about the things they were to include in their essays. Different departments were visited, and the girl who took them on the tour explained anything they wanted to know, but she was careful to include or point out other things that they did not know enough about to ask questions.

The groups were kept small. The children came away with a different feeling toward the hospital—not of fear but of understanding. They could write with more understanding, and their attitude toward the hospital was changed.

(12) Appreciation of the Beautiful

In a medical settlement in the mountains, where grew laurel, rhododendron, ferns, evergreens, and many other specimens of natural beauty, there lived a teacher, a lady doctor, a nurse, and a seventeen year old mountain girl who helped with the laundry and chores. She milked the cow, washed the dishes, swept, and dusted. Each day while dusting, the girl commented about a blue vase that sat on the dining room table. One day the owner of the vase said, "June, I know that you like my blue vase and I am going to give it to you under one condition; you are to make a promise that you will keep it filled the year around with something that grows in these mountains. If you will look around, you can always find something beautiful here."

(13) Evergreens

A sixth grade class had been studying evergreens in connection with the coming Christmas celebrations. The class visited several parks and nurseries in order to see and learn to classify the different evergreens. The class was surprised to find that not all evergreens have needles, and they became especially interested, too, in the holly. After several trips, the class decided they would like to plant a new evergreen in the school yard. It made them very happy to know that they not only bought the tree with their own money, but planted it themselves.

(14) Friendship

In geography the fifth grade class had become interested in the Statue of Liberty. One little boy who had visited New York during vacation told the class about seeing the Statue. Others read and gave reports. In their reading they found that the Statue had been given to us by France as a token of friendship. The children were glad to know that many of the French children had helped to pay for the beautiful Statue of Liberty. This story led to the story of the young Frenchman Lafayette who not only furnished ships and money, but gave his own services, to help George Washington in our War of Independence.

In connection with this study the class made a visit to see the Friendship Train given to us by France. This train was in a nearby city, and the class made the trip by school bus.

The children of the fifth grade class found that the French children had tried to show their friendship to America by placing many of their loved possessions in the train, such as dolls, doll houses, and other toys. There were many things in the train, but the class was most interested in the things sent by the children. Some of the children took some names and addresses from some of the French children's exhibits. Later some of the children

from the fifth grade wrote and thanked the children of France for the "Friendship Train."

(15) Mathematics Class

In the seventh grade arithmetic class the children study figures and solids. In order that the children may have a more meaningful understanding of their shape and form, recognize them easily, and see that they have use in everyday living, a trip around the school and out into the community provides pleasure and first-hand experiences. These figures and solids can be found within the symbols of our nation's foundation—Church, Home, and School—and they make a triangle on which our very existence rests.

Before thinking of the above (Church, Home, and School) there are symbols to be found in nature—God's handiwork. The tree trunks are cylinders, branches and leaves silhouetted against the sky look like triangles; in fact, they are really in the shape of a cone. The sun and moon may look like circles, but they are thought of as spheres.

The churches, schools, and houses in which we live have examples of these figures and solids. These are man-made as a result of his efforts to make things strong and useful as well as beautiful. The beauty of the circle and the simplicity of a rectangle can be pointed out in various forms of architecture. In addition, students can be shown the strength of the arch—an example that can be found in nature in the rainbow.

Children should look in the houses in which they live to find triangles in the gables, rectangles in the windows and doors, cylinders in the columns. Inside the house they can discover the rooms are rectangular solids and the arches are part of a curve. Even some pieces of furniture are true solids.

Churches, schools, and other public buildings are exceedingly rich in their supply of these examples; however, they are used in a much more elaborate manner. The spire of the church, the stained glass windows, the furnishings customarily found in the church back of the altar, the doorway into the sanctuary, designs on walls and over doorways all reveal much of what is in the mind of man. So many of these things point upward as a symbol of the higher values in life.

In all these experiences of seeing what God has given us and what man has done to glorify His gifts, either in a simple setting of a small house or the vastness of public buildings, a child is helped to develop an appreciation of the things around him.

b) Trips to Spots of Interest in the State

(1) Trip to Central Kentucky

The trip was made in connection with a study of Kentucky government and Kentucky history. We had been following the work in the legislature, and the children were intensely interested in the proceedings.

The pupils wrote to Governor Clements asking to be received. He sent a reply saying that he knew of nothing he would like better, but he could not be in town on that day.

They visited the following places:

- (a) Frankfort, where they saw the legislature in session; Chamber of Court of Appeals; other parts of the Capitol; Museum in Old Capitol; Frankfort Cemetery where Daniel Boone, Theodore O'Hara and other famous Kentuckians are buried.
- (b) Harrodsburg, where we visited the Fort, the church where Lincoln's parents were married, and the Museum
- (c) Lexington where we ate in the dining room of the new bus station, saw Ashland, Henry Clay's home, John Hunt Morgan's home, Transylvania University, and the University of Kentucky

The children disapproved the morals, manners, and English of the legislators. They were deeply interested in the statues of famous Kentuckians, the murals, and the beautiful reception room of the Capitol. They were familiar through their study of Kentucky history with the men whose memorials they saw.

They, for the most part, were well-behaved and were complimented in public by several different people on good behavior. They kept a record of receipts and expenditures and prepared a financial statement in arithmetic class so that their parents might see how the money was spent.

Many times throughout the year they recalled and related things they had seen and done on the trip.

(2) Field Trip to a Small Town About Twelve Miles from School

Our glee club had a very nice invitation to sing for a Women's Club in a town nearby.

It was important that we accept this invitation and also make a favorable impression, because the community had been unfriendly, due to fear of losing their high school to the consolidated school of which we are a part.

The members of the glee club went to the program and returned to the school by bus, but had to find a way home from school. For some of them this meant a distance of fifteen or more miles, which had previously kept many members from attending programs.

This trip, however, was significant in many ways. All but one member of the glee club was present. All were beautifully and appropriately dressed. They were more quiet and orderly than ever before, they worked better as a unit, and they watched the director more carefully.

They were cordially received by the Women's Club. The auditorium was beautifully decorated and wonderful attention was giving during the program with a lot of applause and requests for three encores. At the close of the program the glee club was invited to the sweet shop for refreshments.

It was here that one bad incident occurred. One of the boys displayed bad manners by ordering more than he should have

ordered. The whole glee club said something about it to him and it was unnecessary for the director to mention it.

(3) Trip to points of Interest in State

The members of the Future Homemakers of America chapter who had earned the right to attend the State Meeting in Bowling Green planned the trip in order to have time to stop at points of interest along the way. In Bardstown, "My Old Kentucky Home" was visited. Since the "Home" had just been redecorated, the homemaking teacher pointed out to the girls the art principles applied in the color schemes used.

When the Cathedral was visited in Bardstown, the significance of the gift of the priceless art treasures to the church was discussed.

At Lincoln Memorial the qualities of a great leader were commented upon as the girls read the engraved inscriptions on the walls.

At the State Meeting in Bowling Green, one of the impressive ceremonies was the Sunrise Service held on top of the hill in front of the Administration Building. The leader of the service brought out the significance of the hilltop and looking up to God in faith.

(4) A Journey to Lexington for the 1950 All-State Chorus

This activity each year is significant because it requires a high degree of preparation, concentration, and a strong sense of group responsibility.

I would like to give one incident which re-emphasizes the fact that spiritual values endure when material benefits are gone.

The leader of the chorus was a very personable young man from a big-name radio program.

He included in his program "Give Me Your Tired, Your Poor," by Irving Berlin, from the musical show "Miss Liberty." The words for this song are copied from the inscription on the Statue of Liberty.

This inscription was taken from the sonnet "The New Colossus" by Emma Lazarus (1849-1887). I quote:

The New Colossus

Not like the brazen giant of Greek fame,*
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glows world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
"Keep, ancient lands, your storied pomp!" cries she
with silent lips. "Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tossed to me
I lift my lamp beside the golden door!"

—Emma Lazarus

When this song was mentioned the whole chorus applauded wildly. They begged for it during practice sessions and sang it on the program as if they were inspired and had seen a new light. The audience felt their inspiration.

What was this light? Shall I point out the values? Perhaps kindness, generosity, faith, and loyalty, all principles of eternal truth. A new insight was found into the wisdom and ideals of the past.

*The reference here is to the Colossus of Rhodes, the giant brass statue of Apollo which stood at the port of the city of Rhodes for about fifty-six years until it was toppled in 224 B. C. by an earthquake. It was numbered among the wonders of the ancient world.

c) Trips to Spots of Interest in the Nation

(1) Trip to Washington

Thirty-two children from the school were taken on a conducted tour to Washington, D. C. Three teachers acted as chaperones. The trip from home to Louisville was made by bus; the remainder of the trip was made by special train. Before making the trip they read folders, looked at pictures, and read books about Washington. They knew what they were to see, but the group also made plans of how they were to conduct themselves, what they would do with their leisure time, etc.

Some of the children experienced eating on the train for the first time, others had as their high point the things they saw on the way; life in a hotel was new for others.

All of the points of interest visited were made by bus, and the guide pointed out places of interest as we passed them. Guides inside each building gave very detailed lectures about the things that school children should know.

The buildings visited were symbols of our national government, and the children were in awe of their largeness and their importance.

(2) Trip to Ft. Ancient

The seventh grade history class had been studying early American people, and they decided to make a trip to Fort Ancient in Southern Ohio where they saw the largest mound fortification in North America, burial mounds, and a museum containing many skeletons taken from mounds and objects which were used by prehistoric people in domestic life and warfare.

On the return trip they stopped at Sharon Woods for a picnic supper.

2. Exhibits, Displays, Etc.

a) Fall Festival Exhibit

The homemaking department always has an exhibit each year at the Fall Festival in order to interpret the program to the parents and others in the County.

This exhibit is an outgrowth of planning done by each class throughout the year. As each unit studied is evaluated, ways to exhibit what has been learned are planned and filed.

In the summer, when girls are carrying out projects, part of the evaluation of each project is the way to exhibit the project at the Festival.

In order to provide learning experiences in connection with the Festival, a unit is taught. Each class plans objectives and experiences in light of their needs and abilities.

The Freshman class plans way to study the exhibit in order to have some understanding of the scope and content of units in homemaking. In addition they act as hostesses of the exhibit and study ways to meet strange people and talk to them—how to make introductions, etc.

The Sophomore girls, who were hostesses the preceding year, are responsible for setting up the exhibit. They study the evaluation of last year's festival and make changes that they recommended.

The Junior and Senior girls assume responsibilities that challenge their ability to use their past experiences. They assist with exhibits in other departments; they work in groups to entertain various age groups—plan and operate movies, plan recreation, and set up a nursery to care for young children and babies in order to relieve tired mothers.

At the close of every Festival, the evaluation includes ways to improve the activity for the next year.

b) Flower Show

In the spring our school sold seeds with the idea that we could beautify our community by beautifying our homes. The children were much interested in this, and wanted to know how to plant them, when they would come up, etc. We tried to give this information as best we could, even to doing some experimenting with planting seeds inside which were to be transplanted outside at a later date. We also told the children that we would have a flower show in the fall. We set up standards for the show that included collections of flowers, single specimens, and flower arrangements. We also told them what kind of containers to bring for the collections and individual specimens, but we left the arrangements to their own resourcefulness.

The day arrived and I believe that almost every child had a flower of some kind. We realized that there was going to have to be a screening process, so we asked each room to select the best specimens and enter them. There were many decisions to be made. We had the show in our lunch room and it was judged by an expert. Red and blue ribbons were given, and as the children finished their lunches they could go over and look at the flowers. They were quite thrilled with all this beauty. After the flowers had been judged, the judge explained to them why certain flowers were given the ribbons. We felt that learning was going on, and when we have our show this fall we believe that there will be much improvement.

One Mother came and spent the morning anxiously waiting to see whether her sixth grade son would get a prize on his yellow dahlia. She was quite pleased when she saw the dahlia did get a ribbon, and told us how Bill, who was a very shy child, had nurtured the plant all summer. I felt that we had established a relationship with this mother that prior to this time we had failed to accomplish. From that time on she and her husband very faithfully attended our P. T. A. meetings.

Results: Both boys and girls took part in the flower show and the seventh grade boy, who was a behavior problem, was just as happy as the younger children that he got a blue ribbon for his flower arrangement for the teacher's desk. We realize that there were many intangible values here, and that it is an experience worth repeating, if for no other reason than the beauty it brought to so many lives.

We feel that this had the following values: appreciation of the beautiful, participation, community interest, cooperation, good sportsmanship, sharing, resourcefulness, and evaluating.

c) Display

Posters showing the origin of our Christmas decorations and customs.

- (1) The Yulelog and boar's head from England
- (2) Wassail bowl from England
- (3) The singing of Noels from France
- (4) The building of the scene of the Nativity from St. Francis of Assisi in Italy
- (5) Use of the holly and ivy from Scandinavia
- (6) Christmas plays from Wales
- (7) Giving dolls on New Year's Day from Greece, etc.

d) Exhibit on Indians

- (1) Penmanship
 - (a) Papers with short sentences about Indians. "Indians lived near rivers." The squaws made the clothes
 - (b) Booklets with Indian pictures, short stories, poems, etc.
- (2) Indian Relics
 - (a) Tomahawks, bows and arrows
 - (b) Pottery
 - (c) Blankets, rugs, etc.
- (3) Handicrafts
 - (a) Bead-making
 - (b) Pottery
 - (c) Rug weaving
 - (d) Drawing—crayon, chalk, pencil
- (4) Indian Village
 - (a) Tepees
 - (b) Papoose Case
 - (c) Meat drying rack
 - (d) Large rug loom

e) Exhibit or Display for Unit on "A Tale of Two Cities"

A Tale of Two Cities had been read and studied by a contrast plan. Those pupils working for "A" were asked to bring in some original work.

The following articles were collected and arranged on display in the library: Several tumbrils (farm wagons used to carry the victims to the guillotine), guillotines, a stage coach, dolls dressed as Lucy, little Lucy, Madam Defarge with her knitting, a room furnished with doll furniture (Lucy and Charles were there having tea), maps of the District of St. Antoine, the floor plan of the Bastille, and flag bearing the letters LEF which stood for Liberty, Equality, and Fraternity.

This collection caused so much comment that the photographer from the paper came for a picture, and the school received a nice bit of publicity.

f) The Teacher in the One Room School in a Remote District with no "Store Bought" Equipment has some of the Richest Resources for Exhibits Right at her very Door to Aid her in her Teaching.

The following exhibit is suitable for the fourth grade in connection with their science book *The Seasons Pass*.

- (1) Trees—model of structure, pictures of different trees and explanations of tree rings
- (2) Twigs—leaf scars, terminal bud and age of twig, arrangement of leaves
- (3) Leaves—simple and compound types, leaf edges
- (4) Birds—(migratory) pictures of the robin, blackbird, duck, and oriole
- (5) Nests—goldfinch, oriole, robin, sparrow, humming bird, and chimney swift
- (6) Birds (Local Winter) nuthatch, chickadee, cardinal, blue jay, and goldfinch
- (7) Beak types—pictures of woodpecker, sparrow hawk, quail, cardinal, goldfinch, and night hawk
- (8) Foot types—pictures of the woodpecker, owl, duck, grouse, and sparrow

g) The following Displays Properly Captioned and Arranged can be very Effective:

- (1) Reading—Literature and English by
 - (a) Books—using books or jackets: Spring Book Week, Children's Book Week, Book Characters (worked out and made by children)
 - (b) Single items, such as: Poetry, United Nations, February Birthdays

- (c) Subjects Related to English: old manuscripts and letters, how a book is made
- (d) Pictorial—drawings, pictures, and scrap book
- (e) Drama—stage plays
- (f) Journalism—school paper, etc.
- (2) Mathematics
 - (a) Colored paper forms and lines
 - (b) Tangible objects
 - (c) Scrap books of geometric designs
 - (d) Units of Measure: pints, quarts, gallons, peck, bushel, yardstick, foot ruler; clock, scale, calendar
- (3) Sciences and Nature Study
 - (a) Rocks: color, hardness, feel, shape, how they break and their use
 - (b) Trees: leaves, types of wood, products obtained from trees
 - (c) Insects: eggs, larva, pupa, adult
- (4) Geography
 - (a) Pictorial maps
 - (b) Pictures and globes
 - (c) Modeling in clay
- (5) History and Government
 - (a) Ancient: Egyptian boat, chariot, clay tablets
 - (b) United States: Models and pictures of homes, dress methods and ways of transportation, social and religious life
 - (c) Dramatization (always)
- (6) Art
 - (a) Model airplanes
 - (b) Display of close weave and loose weave materials
 - (c) Any handmade article can be a type of art
- (7) Health
 - (a) Foods—various types
 - (b) Things that cause accidents
 - (c) Pictures, charts, posters

h) Dad's Night

Last fall one P. T. A. meeting was held at night in order that more fathers might attend. This served as open house for all the visitors. The rooms were all open and children's work was on display. Each teacher tried to have something that belonged to each child out where his or her parents could see it. Children were chosen from each room to act as hosts or hostesses, and they looked forward to this experience.

After the rooms had been visited, all gathered in gymnasium for a banquet. The home economics girls served the tables, the small children gave a program, and the glee club entertained during the meal.

Many children helped to make the night a success, and many parents were made happy by seeing the work of their child and their neighbor's child.

i) Banking (exhibits)

The mathematics class had a series of lessons on banking—depositing money and checking it out. They made for their own use deposit slips and checks. It would have been easier to have gotten some from the bank, but they would not have learned quite so much about them. Then they learned how to fill out the deposit slips and how to make the checks and the stubs to the checks. They were given a monthly budget to work out for their family and were asked to keep the monthly accounts. When the ledger was filled out, the checks written, and the stubs finished, they had something to show for their study. They were aware that accuracy had to be practiced, that every penny had to be accounted for, and what they had for spending would only cover certain expenditures and no more.

3. Programs Developed out of Regular Classroom Situations

a) Singing All the Day

This is the story of a little boy named Jimmy and a little girl named Mary.

Every morning Father stands at the foot of the steps and calls upstairs:

“E^b $\frac{3}{4}$ do do do mi mi so so do
Wake up, wake up, wake up, wake up
Wake up, wake up, wake up.
so do so do so do.”

Mary opens her pretty blue eyes and looks out the window where she sees a beautiful bird and she sings. (Page 2.)

Jimmy sleepily rubs his eyes as he climbs out of bed and hears the bells ringing and watches the bus go whizzing by. (Page 3.)

Jimmy hurries into the bathroom to bathe his hands and face. (Pages 4 & 5.)

Mary, wearing her bunny rabbit bedroom slippers washes her hands too with the green soap. (Pages 4 & 5.)

Jimmy sits on the edge of the bed as he puts on his clothes and decides to race with Mary to see who will get dressed first. (Page 6.)

(The First Grade Program listed below is based on *Singing All The Day*, Primer II, Published by Ginn and Co.)

Mary hurriedly puts on first her left shoe, then her right one, and ties each one neatly in a bow just as her Mother has shown her how to do. (Page 7.) She brushes her pretty blonde curls and runs down the steps (Pages 8 & 9), while Jimmy follows just behind her. (Pages 8 & 9.)

Mother calls happily from the kitchen where she is cooking breakfast (Page 10) and the children reply. (Page 10.)

Daddy lifts Mary high in the air as he asks her how she is feeling (Page 11) and Mary tells him she is (Page 11.)

It is not long before Mother calls (Page 12) and the children can already smell the bacon and say (Page 12.)

It is Jimmy's turn to say the blessing as they bow their heads and fold their hands. (Page 13.)

(Skip to Page 20)

After Jimmy had eaten every bite of his toast and had drunk all his milk he went outside where the sun was brightly shining to play with his dog "Spot." He took the red ball that Spot played with and threw it to him. (Page 20.)

When Spot returned the ball his tail was wagging happily. (Page 21.)

(Skip to Page 26)

Mary had a pet lamb in the big yard at the back of the house and she went out to pet it. (Page 26.)

Over in the pasture next door there lived a black sheep and Jimmy called to him. (Page 27.)

(Skip to Page 29.)

Mary and Jimmy had a flower garden over in one corner of the yard. Already some of the seeds which they had planted last week were beginning to peep through the ground and several weeds had sprouted. Jimmy decided it would be a good idea to get the hoe and use it. (Page 29.)

(Skip to Page 42.)

Mary and Jimmy had played hard all day and when night came it did not take them long to get ready for bed. As Mother sang baby sister Jane to sleep, she rocked back and forth in her blue chair. (Page 42.)

And Mary rocked her dolly to sleep just like Mother does. (Page 43.)

When Jimmy had taken his bath and put on his clean striped pajamas, he knelt by his bedside to say his prayers just as Mary was doing in her room. (Pages 46 & 47.)

As Mother and Father tiptoed out of the room Jimmy and Mary, tired but happy, whispered "Good Night" (everyone whispers in unison "Good Night").

b) Indian Program

After a study on Indians, the second graders wanted to give a program. During the study, the music teacher had been very helpful and had taught several little songs. The children decided that songs, dances, stories, and poems could be used. Two little children, a boy and a girl, wrote short papers on "How the Indians Get Food" and "How the Indians make their Clothes." These children wore Indian outfits and read their papers. Twelve children gave an Indian dance. Two poems and one story were on the program. The highlight of the program was the song "Ten Little Indian Boys." Ten little boys, graduated in height, sang and acted out the song. They were dressed in costume, complete with headdress and warpaint.

c) Fifth Grade Music Program

Music! What magic in the word! It suggests so many things, so many ideas, so many thoughts, which nothing save music can express. We bring you today the story of America in Music.

The story of America is written in music. It is that story which we will unfold for you.

- (1) In the days of the redskins, long before the first visit of the white man, America was covered with a verdant green forest threaded through with silvery streams and sparkling lakes. Here the story of America begins. Here lived the Indian and his brethren, the birds, the beasts, and the fishes. Nature held sway, from the churning waters of the Atlantic to the peaceful harbors of the Pacific. But even then there was the language of music in America.

Music was a part of the Indian's life. It began with the crooning lullabies sung to the babe by his mother as he swung in his cradle at her back. It went on to the thundering beats of the tom-toms that called him to the warpath. Yes, music spoke, in those days of long ago.

Indian Planting (*Songs of Many Lands*, Ginn and Co.)

- (2) Then to this peaceful country came the first white men in boats from far across the sea. They came for many reasons. Some came with their families to make new homes and to find freedom—freedom to worship, to speak, to write. Some, with their guns, came to hunt and to trade. These men came alone and often heedlessly spoiled the lands they passed through. Others with a desire for wealth came only to find riches and to gain power.

These people became America; so we will begin our story with the settlers. The Pilgrims were a stern and hardy people. They made a living from the land and drove themselves to success. They had little time for music and for pleasure. But even then music spoke. It was in their hearts and in their churches where they met to worship. Their hymns reflected the religious belief of their daily lives. Today we pay homage to their courage and faith.

Faith of Our Fathers, p. 182 Green Book, (Upper Grades Music Hour, Silver Burdett)

- (3) Music marched rapidly through the next century and a half. Its gay notes were heard in the southern colonies. Here happy maidens and their swains danced the Virginia Reel
Clar the Kitchen, p. 65 Green Book (Upper Grades, Music Hour)

- (4) In Old Virginia in 1774 on a warm spring evening hundreds of candles were lighted in the stately living room. Carriages from plantation homes arrived bringing gentlemen and ladies for an evening of music and dancing. A group of musicians played the minuet

Don Juan Minuet

- (5) Music came to New York and to Pennsylvania with the happy, fun-loving Dutch settlers. It spread through the coastal colonies as they grew in numbers. Music was a factor in drawing together the peoples of these tiny colonies. And then one day the voices of the thirteen original colonies rose together in one lively song breathing defiance of the mother country. A rousing marching song of Revolutionary times is still a favorite of Americans everywhere

Yankee Doodle (Upper Grades, Music Hour)

- (6) The Revolutionary War brought freedom to the New World. Freedom brought growth. The United States of America began to expand in size and strength and wealth. But, alas, she became involved in another war—a war for freedom of the seas! Out of this conflict came the song which has become our national anthem. Prisoner on a British warship, Francis Scott Key watched through the long night of battle. He waited until dawn would tell him whose flag flew above the fort. At length the long night was over! Francis Key looked out and saw the stars and stripes flying in the breeze. He wrote the Star Spangled Banner which you heard at the beginning of our program.

Seekers of gold opened up the western lands. They built homes and established towns. Eventually cities and then states grew up. New states were added to the original thirteen—Kentucky, Tennessee, Indiana, Ohio, Mississippi! Now the United States began to take on a definite shape. In the southern states King Cotton reigned supreme. Negroes came to work in the cotton fields. These Negroes, natives of Africa, brought to the music of America new wealth of song—new ideas in tempo, in rhythm and in rhyme. The Negro spiritual today is a favorite all over America, but it started in the cotton fields of the sunny South.

Steal Away (Music Horizons, Fifth Grade—Silver Burdett)

- (7) Unfortunately, differences arose between the North and South on the question of slavery and State's Rights. These differences grew more bitter until 1861, when the country found itself involved in a Civil War. Again music went to war and Julia Ward Howe gave us the immortal "Battle Hymn of the Republic."

Battle Hymn (Music Horizons, Fifth Grade)

- (8) In 1865 the assassination of Abraham Lincoln saddened a people already worn out by five years of strife. But with courage and determination our American people set about to rebuild their land. They opened their gates to oppressed people of Europe, and a flood of immigration began. People came to America from Scotland, from Ireland, from countries of Europe, and, later, from the southern countries of the continent. All of these people brought their musical culture to add to the song of America. Typical of these, we present Blue Bells of Scotland.

Blue Bells of Scotland (Upper Grades, Music Hour)

- (9) Permanent peace was not to be ours, however. The year 1914 brought to Europe war, in which we were to be involved. The first World War brought Martial music to America. Most of the popular war tunes have stayed. We present one of the favorites.

When Johnny Comes Marching Home (Music Horizons—Fifth Grade)

- (10) The Second World War lasted until the fall of 1945. It cost more in men, materials, and money than all of our previous wars together. It involved all of our peoples and every branch of our armed services. There were few new songs written during this war, but many already familiar ones were sung all over America and across the seas. The ones we shall now sing for you are among the favorites of our patriotic songs.

Marine Hymn (Music Horizons—Fifth Grade); Caisson Song (Music Horizons—Fifth Grade)

- (11) And now—Peace! A peace we are all eager to preserve. We have seen in our country today the birth of a new peace movement, The United Nations Organization. Here men and women from all over the world are planning together for World Peace. We pray today that their efforts may succeed; we pledge our faith and our loyalty to them. May the song of America become a song of peace. And may the whole world join in a chorus of good will and brotherhood.

God Bless America

At the conclusion of the program in which every child had taken part, a beautiful frieze, which the children had made in their art class and to which each child had contributed, was explained to the parents and guests present for the program.

d) The Necklace

Our class had been reading *The Necklace*, and one of the boys asked if it might be presented by the class as a radio play. The teacher gave permission, and the class used a loud speaker from an adjoining room to present a very enjoyable program.

e) A Radio Program

In speech class at the beginning of the second semester, I wished to make recordings of the children's voices so that a comparison could be made with the record which had been cut at the beginning of the school year. In order for the pupils to have enthusiasm I told them to prepare a two minute speech on any topic in which they were interested.

On the day the speeches were to be given, I asked the Principal in to hear them. He thought they did so well that he invited four of them to appear on a radio program which he was planning for the following week.

f) Style Review of Teen-Age Fashions

The motivating factor in presenting this program was found when three of the girls studying home economics were asked by a local merchant to model teen-age fashions in the local theater. As a result, all of the girls in homemaking classes wanted to learn to wear clothes correctly, walk across the stage or, in other words, put on their own style show.

Throughout the year, all garments made were selected with principles of costume design in mind. The choice of suitable accessories was studied. Each girl wrote a description of her costume for the reader in the review. Drills were used as a means of teaching modeling techniques.

In the spring of the year, when all eighth grade graduates were adopted as little sisters and invited to Morehead to meet girls in a new school environment, the program planned for them was a style review of teen-age fashions.

In addition to gaining satisfaction from learning to wear becoming outfits, the girls felt that they helped interest prospective high school girls in home economics.

4. Organizations

a) Becoming a Club Member

At the beginning of the school year, a unit was introduced on "Becoming a Contributing Member of Groups in the school, the home, and the community." This unit was introduced in an attempt to carry out an experiment in the Morehead School in moral and spiritual guidance among the group of girls in the homemaking department.

The unit was an outgrowth of a personal characteristic and attitude check sheet that had been used in the department the preceding year. This check sheet had been introduced because teachers of homemaking education feel that there are personal attitudes and characteristics as well as skills that are necessary in the successful living of any girl in her home, school, and community environment. The characteristics and attitudes that were checked by classmates, parents, and the teacher were initiative, responsibility, cooperation, group participation, and respect for property. Each girl's check-sheet was evaluated, and the girls wrote a summary of the attitudes and characteristics that she needed to work on. This summary was filed in individual folders for future reference.

When the unit objectives were set up, each girl referred to her personal folder and included as personal goals points that had been summarized.

The plan for carrying out the activity was as follows: a committee set up an experience check-sheet for the girls to use as a means of keeping a record of ways they contributed to the school, community and the home; once each week throughout the year,

time was set aside for teaching the skills necessary for making contribution to clubs, home room, recreational programs and social living; parliamentary procedure drills were used; manners for different occasions studied—how to be a guest at a party, how to give a party, etc., were introduced.

The check-sheet included a record of the girl's participation in homeroom, clubs, church, community projects, and the home. When the unit was summarized at the end of the school year, the following statements of the girls are evidences of goals reached.

"This unit has helped me because working toward a goal causes me to be more interested in my contacts with group and friends."

"I have learned to work with groups."

"It is valuable to me to learn to mix with people."

"I have learned to be of help in the community."

"In the future, I know I can use this experience again, because I'll probably belong to community clubs and will understand how I can cooperate better with the leader."

"I started going to Sunday School regularly."

"I learned how to carry out duties and how to face a crowd."

"I have helped organize a birthday club in my community. We have a party when members have birthdays."

"I have learned I like to do things without working for points. I found that when working toward a goal I enjoyed working by my own free will."

"I have learned that I can continue work on any goals I have not reached."

"Taking part in community activities has helped me understand that people will let you help if you are willing."

"I have encouraged the family members to attend church regularly and to take part in community affairs."

"It has helped me to get up in front of a class without being nervous."

"I have learned more about Sunday School class."

"I have worked on my fault of trying to monopolize the conversation, and have developed more respect for the opinions of others."

"I have tried to praise others when they deserve it."

"I have learned to enjoy everyday tasks of homemaking. I find I can sing as I work."

b) The Happy Club

The second grade started a Happy Club. When a child did something to make someone happy, he was permitted to write a page in a diary called, "Our Happy Book." Some of the things the children recorded were:

April 16—David spilled some milk. Bobby cleaned it up.

April 16—In our Easter egg hunt today, some of us found several eggs. We shared them with those who didn't find any.

April 17—Mary Etta's coat fell to the floor. Bettye picked it up for her.

April 21—David helped us clean today.

May 1—Sonny held the door for us in the rain.

May 8—Jimmy found Judy's tablet and gave it to her.

May 10—Linda brought her cash register for our little store.

May 12—Mr. Diersing, the janitor, was in the hospital. Our boys helped sweep the halls.

May 15—Our boys and girls helped clean our room. We wanted to leave it clean for the children next year.

c) Fifth Grade Bird Club

The May meeting of the fifth grade bird club was called to order by the president, a ten year old boy, who had the poise and self confidence of a person much older and more experienced. The secretary read the minutes and called the roll. The members of the group answered with the name of their favorite bird. The president called for announcements. Two children made announcements concerning a picnic they were planning for the next day. The president then thanked the mother who had brought refreshments for the Club. The vice-president had charge of the program and announced the parts. Reports were made on many different birds. The children asked questions which were answered by the one reporting. (This was an interesting discussion.)

The music teacher had cooperated beautifully and had taught songs about many birds and these were sung by the group. A trumpet and clarinet duet was played by two boys. One girl told an original story about the robin. A large frieze which had been drawn earlier by the club was explained by one girl. One small boy read a poem on birds.

The girls had planned the refreshments and arranged for cups, napkins, and a punch bowl. One of the older girls in the group poured the punch, and the boys helped serve. After the parents left, the children cleared the table and put everything back in place.

This experience certainly brought out many values—cooperative planning, self confidence, group confidence, dependability, courtesy, good manners, respect for others, and many more.

d) Music Club Just for Fun

A girl's music group was organized for the purpose of singing music, both classical and popular, just for fun and without credit.

This club met twice a week at the activity period. The members of this club were selected by the director and on the basis of tone quality, blend, and balance.

It was almost an honor society in the music program. This group sang for civic clubs, assembly programs, educational groups, etc.

Many of the girls showed improvement as to dress, manner, and musicianship. This club developed a feeling of responsibility, cooperation, excellence in achievement, and pride in using one's talents in service.

e) A Personality Club

The girls in a consolidated high school felt the need of someone to advise them about their personal appearance, the style of their clothing, make-up, and hair styles.

We organized a club, and beauticians came from a nearby city to talk to the members on complexion problems, hair styles suitable for the different shapes of faces, and makeup.

We discussed becoming styles for the short, average, and tall figures. Becoming behavior at all times was stressed, the importance of a sunny disposition was mentioned, and many other factors which result in a pleasing personality were enumerated.

The club was scheduled for a meeting on Monday of each week, but the girls were so interested and so many were clamoring for membership that the Principal allowed the club to meet four times weekly. Freshmen girls attended one day, and sophomores, juniors, and seniors on the succeeding three days. (Materials were obtained from *Ladies Home Journal*.)

f) Junior Conservation Club

Our Junior Conservation Club is one of the many such clubs under the auspices of the Kentucky Wildlife Commission. We have had this club in our school for several years, and consider it one of our most successful, since the program is designed to appeal to boys, and the leadership is very fine. The programs that are planned for the boys are of various natures, but they all follow the rules of good sportsmanship. Some of them are good hunting and fishing rules, conservation, and safety. The leaders teach the boys the correct use of a gun and how to take care of it, and they also show them how to cast, and which equipment is best to use.

At the beginning of each year this club is re-organized with all boys twelve years old and above being eligible for membership. Each boy receives a membership card and a button on payment of his dues, and these dues also entitle him to a subscription to *Happy Hunting Ground*, a magazine published by the Sportsman Club of Kentucky. The dues stay in the club and the boys can do what they wish with them. For the past three years they decided to use these dues, with other additional money that they raise, for a father and son banquet. The boys eagerly look forward to this banquet each year and begin asking in January whether they should start work on it.

The boys like to plan for this banquet, and they appoint committees to do the following jobs: getting food donated, planning the menu, sending out invitations, making programs, decorating tables,

getting mothers to prepare the food, getting girls to wait on tables, and cleaning up after the banquet.

The boys who do not have fathers have substitute fathers for that night, for the boys ask other men in the neighborhood to come and be some boy's dad. In that way the dadless children feel that they are as well off as the others. We know that we have fathers to come to this banquet that have never been in our school before; therefore this is quite appealing to both men and boys. We have made this a cooperative affair and a learning situation. To give you an example, at one banquet we served fruit cocktail as an appetizer and our children just sat and looked at it. Those of us who were present realized for the first time that these children were used to eating fruit after their meal and not before. It was then we realized that we had more teaching to do. We also noticed some of them get up and start for the bathroom between the meal and the program. We again realized that we needed to emphasize good manners; and since this had not been done at home, we should do it at school as the school's obligation to the children.

We feel that this club is building up very good attitudes toward respect for law and order, since the children feel very much at home with the game warden who is their leader. We feel that we are building up a feeling of cooperation both with the boys as a club, and with the school. It also brings the whole family into the picture, father, son and mother. There are many skills learned, and many values that the boys get that will make them better adjusted to meet life's problems.

g) The Clean Plate Club

The teachers in the elementary grades became concerned about the amount of food wasted because the children refused to eat certain kinds of foods. A third grade classroom started a Clean Plate Club. A paper plate for each child was pinned on the bulletin board with the child's name on it. If a child ate all his food his plate stayed up; if the child refused to eat, his plate came down. The children who kept their plates on the wall a month were allowed to have a party. The children learned to eat and like food that they had never eaten before.

h) Library Club

The librarian had a piece of work to be done that is impossible for her to do alone. She needed helpers and because children like to help and it is satisfying to be in a club, she helped them to form a Library Club from junior and senior high students.

The children met and drew up some rules and regulations as to their hours of helping, behavior when in the room, and how they would budget their time so they could continue with the interest. The teacher and they together decided which phases of work they would be responsible for. They had their meeting after school.

Some of the work that the children did was routine, but two boys learned to mend books and did it so well that one of the col-

lege instructors brought her class to see them in action. The club gave an assembly program, and their whole emphasis was that children should use the library more often, more intelligently, and have happier relations with the other students. This program was successful to a great degree, but probably the best thing done was that three children who had never done anything before took part.

At the close of the year students who had completed the required number of hours of work and had been good all-round helpers were given pins. These were pins used to symbolize their service to their school.

i) Safety Club

The boys who own scooters and motor bikes are eligible for membership in the Safety Club. They are taught traffic rules and regulations. Officials from the City Hall come to school and talk to them about the importance of safety, and they see safety films.

After they have learned a great many things in their club, they arrange a program to try to impress other pupils with traffic rules and regulations.

One pupil talks on the importance of parking the scooters and bikes in the proper place. Another one talks on street crossings and the dangers involved when one is not careful. A third speaker explains traffic signals, and the program is very effectively concluded with a safety film.

III. THE USE OF SYMBOLS IN FORMAL CEREMONIALS AND CELEBRATIONS

1. **Definition:** A celebration is an act of observing a religious, patriotic, or social occasion by ceremonies or festivities in which symbolism usually plays a large part.

2. **Meaningful celebrations for students in the schools may be classified as follows:**

a) **Historical events**, such as: Armistice Day, Pearl Harbor Day, Flag Day, Memorial Day, Independence Day, current newsworthy events.

b) **Stated Holidays and Observances**, such as: Halloween, Labor Day, Columbus Day, Thanksgiving, Christmas, New Year's Day, Valentine Day, St. Patrick Day, Easter, April Fool, Kentucky Poetry Day, Mother's Day, Father's Day, First Day of Winter, First Day of Spring, First Day of Fall, Arbor Day, Music Week, Be Kind to Animals Week, Fire Prevention Week, Clean-up Week.

c) **Local and School Events**, such as: exhibitions, school fairs, May Day, Homecoming, festivals, (Mountain Laurel, Strawberry, etc.) Victory in games, Class Day, pep meetings.

d) **Birthdays** (great men and students), such as: Washington, Lincoln, Roosevelt, Einstein, Edison, Helen Keller, Alexander G. Bell, Wright Brothers, President Truman, Henry Clay, Wordsworth, Lee, Horace Mann, Madame Curie, Florence Nightingale, Pasteur, Lindberg, Stevenson, Millet, Bach, Brahms, Beethoven, Newton, famous men in town.

e) **Personal Events**, such as: return from sickness, return from a trip.

3. **Definition:** A ceremonial is a system of rules and forms enjoined by law or established by custom, as in worship, social intercourse, or the courts.

a) **Ceremonials that may be particularly meaningful to the students in the schools are as follows:** parades, commencement exercises, opening of school, initiations, funerals, births, deaths, conclusion of unit studies, dedication of buildings, ground-breaking, corner-stone laying, flag-raising, pledge of allegiance, presentation of medals, worship.

4. **The Use of Symbols in School Ceremonials and Celebrations**

The foregoing listing of ceremonials and celebrations illustrates why it is not suggested that any given school program should incorporate all of them into its calendar. It should be obvious, however, that the possibilities for a rich and varied use of symbols in the school program are almost endless. Any given school must be careful not to "over-celebrate," yet it is likely that most of the erring is in the opposite direction.

Several generalizations may be made in ceremonials and celebrations: First, the greatest significance will be attained if the students themselves, with the help of the teachers, become conscious of the values to be symbolized, choose or create an appropriate ceremonial or celebration, and enrich it with symbolism. The symbols may either be out of the past, out of current experience, or a combination of both. Unless the students themselves share in the entire effort, the project will become merely a "program," thrust upon them from the outside, and its significance to them will be meagre. It follows, therefore, that the various projects to be described and listed in this report are suggestive and illustrative only. They are examples of what may be accomplished with students and teachers working together. Second, the significance of the use of symbols has a direct relationship to the learning experience symbolized. An alert group will therefore seek a variety of ways, some brief and spontaneous,

some elaborate and planned, to make the ceremonial or celebration bear intimately upon the learning experience. To that end, the projects are suggestive for the lower elementary levels, and some for high school groups, which require the cooperation of various departments in the high school.

The following programs illustrate the manner in which school ceremonials and celebrations may be observed. They may be used for elementary and high school assemblies or they may be used for more elaborate observances of stated holidays and occasions.

a) Education for the Atomic Age

Value to be symbolized, an open-minded, critical, inquiring attitude.

Scene I

A posed picture suggesting education. Two boys bending over a microscope and two boys in caps and gowns, one handing a diploma to the other. A voice at the side reads the sonnet "Commencement Address," by Jacob C. Solovay.

Cling fast to learning, you who bid farewell,
With ribboned scroll clutched tightly in your hand,
Proud in your moment's wonder as you stand
Between two worlds, like one caught in a spell.
Wisdom is living, yes, but where you live
Determines wisdom too, and printed words
Have given man the wings of eager birds,
To ride the peaks which only mountains give.

Here at the first great Rubicon you quail,
Between the sheltered past and what will be,
With backward glances and uneasy looks.
Have courage, for without it you will fail;
Have justice, it will help to make you free;
And burn your bridges, but don't burn your books.

(Curtain)

Scene II: (a schoolroom)

The teacher is pointing to the theme which is printed on the blackboard with the formula $MC^2 = E$ and the Atomic sign ($\cdot \cdot$). A boy pupil is looking on. Five or six charts of leading nations (such as America, England, Russia, Japan, and France) are on display. The charts contain information such as population, area, natural resources, food production, power, etc. The teacher goes from one to the other explaining the charts. At this point Uncle Sam enters as a visitor and perhaps as a philosopher.

Teacher: I see we have a visitor. Do come in.

Uncle Sam: Oh! I'm sorry, I didn't mean to disturb you. Go right ahead.

Teacher: I am now explaining our relations to other leading nations.

U. S.: Very good (looking at pupil). You are now getting many different experiences here at school. This makes for a great nation.

Pupil: How does that come about?

U. S.: Because you will know better how to adjust yourself to life and new conditions. You should be self directed, with an open, inquiring mind and yet be dependent on others.

Pupil: I have learned in school how to depend on myself.

U. S.: That is good, but one should go further than that. I was thinking today as we looked at those posters, how is it possible to achieve a real unity among the United Nations? Would you have any ideas?

Pupil: Surely, by common political action, of course.

U. S.: Do you think there could be such common action among nations unless they held certain ideas in common?

Pupil: No.

U. S.: Then common ideas are necessary for common action. I assume we are talking about ideas that are both moral and spiritual.

Pupil: Yes, good ideas and good action. Is the U. N. a step toward United Civilization?

U. S.: I think so. The ideas of the various civilizations would be the common basis of the United Nations.

Pupil: Who is helping them to pool their ideas?

U. S.: UNESCO is interested in being their teacher. UNESCO is telling them why they should live together in mutual understanding.

Pupil: UNESCO is preaching peace? Peace and a treaty?

U. S.: UNESCO has in mind a better peace, a peace not signed with blood on a battlefield, but signed with truth, moral and spiritual virtue, in the hearts and lives of men.

Pupil: You know I've been thinking about the United States and Russia, who fought side by side against a common foe. They are now opposed to each other. Suppose they turned to war against each other?

U. S.: The winner would be forced to set up a universal military state.

Pupil: What if neither won?

U. S.: The result would be the same, for another power would step in and our civilization would soon perish.

Pupil: Not if we hang onto the atomic bomb.

U. S.: Why has everyone become so narrowed and bewitched by black and secret magic of the atomic bomb?

Pupil: Well, because of the way the atomic commission is handling the situation. Our secret is leaking out.

U. S.: Our nation's problems are great. Their very size leads

some men to refuse to face them, and instead of solving them by work, by hard clear critical thinking, they are throwing themselves into the protective arms of a mysterious bomb.

Pupil: If we are not careless and watch our secret, all will be safe.

U. S.: Yes, (sorrowfully) I am getting the idea that some people think it is as simple as that. Just tie our hopes and our problems in one package. A parcel guarded by a watchman.

Pupil: Oh, I see what you mean, something like a B movie.

U. S.: Exactly, can't you see us? We are digging in an atomic dump for a bottle labeled "National Destiny."

Pupil: You mean if we pin all our hopes of safety on the bomb alone, we are locked in a world in which there is no safety whatsoever.

U. S.: Yes, there can be no air or sunlight, no open windows or unlocked doors.

Pupil: Oh, I'm beginning to see, "no locked doors, no iron curtain."

U. S.: You are now on the right track. This is still a world of coherent historical process. Our safety lies in our faith in each other; if we lose that, we will be weak regardless of what we develop or own. Only youth with an open mind will learn new ways to meet this atomic age.

A mixed quartet or other small ensemble closes the program with the singing of the "Prayer Universal," a poem by Lona Hagstrom, set to music by Charles W. Cadman.

Prayer Universal

O great Creator of mankind,
Grant us Thy wisdom now, we pray
With justice and discerning truth
To solve the problems of our day.

O teach Thy children gathered here,
Whate'er their creed or race or birth,
One language understood by love
And glorified by human worth.
O heal the wounds past wars have made;
Blot out old grievances and blot out old hates,
And bind us with Thy Father love
Into one vast United States.

b) Armistice Day Program

Three trumpeters come to the front of the stage and give the prelude to the song-hymn "God of Our Fathers." As the first stanza of this hymn is sung by the audience, a girl dressed in green and wearing the banner "Knowledge" comes down the stage bearing a torch held on high.

Then a voice is heard saying "Only through education and faith can we have lasting peace. On Armistice Day the dying bearers from many battlefields flung the torch of knowledge to the rest of the world."

Then the call to colors is heard, and the audience rises and sings the first stanza of "Star Spangled Banner."

Then taps is sounded. The voice reads "In Flanders Field" to a soft background music—"My Buddy." Knowledge lowers the torch from on high to her waist.

The Voice reads: Greed, hate, and lust flared up in the hearts of America and dimmed the light. Youth must move forward with an open-minded attitude, a critical inquiring attitude, or meet catastrophe. Youth must learn new ways to meet this atomic age.

Self Sacrifice (dressed in red and wearing a banner) comes in and lights her torch from that of knowledge.

The voice: Ignorant people are unwilling to sacrifice. Wise people know that everyone must sacrifice some individuality for the welfare of the group.

Cooperation (dressed in yellow and wearing a banner) comes in and lights her torch from that of Knowledge.

The voice: To promote understanding, there must be cooperation of individuals, races, creeds, and nations.

Justice (dressed in white with a blue halo and wearing a banner with the scales pictured) comes in and also lights her torch from knowledge.

The voice: To be able to balance the scales we must attack our problems with discerning truth and keep in mind Liberty and Justice for all.

Peace (a chorus of dancing girls dressed all in white enter with slow, hesitant steps moving forward with wider, more confident gestures, and passing the dove made of cotton and paper) dancing to the music of "Finlandia" by Sibelius. These girls light their torches from all the others.

The voice: Recites "Patriots Prayer" by Ada Molloy—"I pledge my life unto the flag that I love, symbol of peace sweet sign of brotherhood, all of my strength, all of the power within me, I offer thee, flag of liberty. In freedom's name I say a prayer to our God, Help us restore peace on earth once more." (This prayer goes well with the music of "Finlandia," and may be sung as a solo or choral group).

The voice: To youth from scientists' hands we throw the torch. Be yours to hold it high.

A chorus of boys enter holding flags of other nations. Again the music "God of Our Fathers" is heard. The boys do a simple flag drill and take appropriate places.

Youth: A boy (not in costume) enters and takes the torch from Knowledge. He raises this torch on high and takes the pledge—

The voice:

"I will start anew this morning with a higher, fairer creed;
I will cease to stand complaining of my ruthless neighbor's greed;
I will cease to sit repining while my duty's call is clear;
I will waste no moment whining, and my heart shall know no fear."

"I will look sometimes about me for the things that merit praise;
I will search for hidden beauties that elude the grumbler's gaze;
I will try to find contentment in the paths that I must tread;
I will cease to have resentment when another moves ahead."

"I will not be swayed by envy when my rival's strength is shown;
I will not deny his merit, but I'll strive to prove my own.
I will try to see the beauty spread before me, rain or shine;
I will cease to preach your duty, and be more concerned with mine."

c) High School Recognition Day

Toward the end of the school year it is only natural that the teachers and pupils look back to see what has been attempted and what measure of success can be seen. The successes of the children can be symbolized in an assembly program for the entire school.

The stage should be arranged in some manner that would cause everyone to think of school spirit and school unity. Across the back of the stage have a large staff with notes of the school song and above it the name of the school. Arrange on the stage appropriate symbols for each of the fields in which they have experienced a feeling of success.

- (1) For athletics—football, basketball, ball bat, and tennis racket
- (2) For music—string and wind instrument and music stand
- (3) For dramatics—mask, fancy costume, wig, and make up kit
- (4) For citizenship—American flag

The program might be carried out in the following manner with the Superintendent or Principal leading.

"We have come together today to honor those students who by their contributions add much to our school life. In so doing they have brought to themselves some measure of success. It is easy to recall the deeds of the heroes and stars in the various activities, but today we want also to remember the people who helped these people become the winners. They are the people who served long hours so that success could be reached by the group.

"Our school could not move forward without the Freshmen. They are the object of our practical jokes, but when we need a class full of energy to do a piece of work we turn to them. Other classes have their special abilities and we depend on them, also. Our school would not be complete without all the classes, nor would it be complete without each of you; each has helped to make this a happy and successful year and today we want to recognize you as good citizens of our school community."

Read the names of those boys who won letters in any division of athletics, but read the names, also, of the boys who helped the teams in unrecognized ways. Give them a certificate which has the signature of the coach.

"These boys cannot demonstrate what they have accomplished, but the music students can."

Have a musical number from two different groups. Read a list of the different honors that have come to the students, both as individuals and groups. Remember to tell the number of times that those people have given programs for groups outside the school, and how willingly they have given of their time.

"The group of students in dramatics numbers—; of the number you have seen—take part in the plays. These plays could not have gone on if—and—had not taken the responsibility of having the lights on and off at the right time.—,—, and—spent a total of—hours doing the things back stage before and after the plays. Without them the show could not have gone on."

"Perhaps you do not know all those people who have helped to make your school paper a success.—people have worked together all year."

Have the group stand; then ask the child who wrote the best editorial of the year to read it to the group.

Have the children who have perfect attendance for the year stand. Give them a certificate.

Have the children who have made the honor roll any period of time stand to be recognized.

Bring to the attention of the school the boys who served on the boy patrol, those who raised the flag each day, the girls who served food at the ballgame (without pay), and any others that are worthy of mention.

Previous to this day the faculty has chosen the outstanding class of the year. Point out some of the characteristics of the class that caused them to be chosen; then have the class sign their names in the book as members of outstanding class of 19—.

Close the program by singing the school song.

d) Christmas Program

The second grade presented the assembly program in December. A short and simple little play, "Trimming the Christmas Tree," was the main part of the program. About half of the room was in the play. Some of the remaining children were in the choir and sang three Christmas carols. One child read the Christmas story from the Bible, and another led the prayer and pledge. Short poems were said by two little girls. Only two children did not appear on the program. The teacher knew before-hand that this boy and girl could not get costumes, but these children gave out the programs and were made to feel that this was an honor and just as important as a part in the play.

e) Columbus Day Program

The fifth grade children gave a program on Columbus Day. Songs, poems, and one short story were presented. As a narrator gave a simple history of America from the discovery down to the present time, a series of scenes depicting highlights of certain periods were presented in pantomime by several different groups of children. All the groups were in costumes, and these made a colorful program. The minuet danced by twelve children was a delightful scene. All the children in the fifth grade had a part in this program.

f) Home Room Programs Prepared Especially for Assembly Presentation

(1) How a School Operates:

(An assembly program to be presented by a high school homeroom early in the fall.) Values to be symbolized: Respect for the opinions, rights, and property of all human beings; a feeling of responsibility to other individuals, to the group, and to the community; wanting to get along with others.

The ninth grade homeroom observed that: paper was on the campus and scattered in the halls, some of the shrubbery was broken, marks had been placed on the wash room walls, free text books had been mistreated.

After discussing these things with their homeroom teacher, the pupils decided to give an assembly program and acquaint their fellow pupils with the duties of the people who make up the school. They wished to show what the Principal does as the Principal, and to show what the Superintendent, the Board of Education, the janitor, the secretary, the cooks, and the policemen do, each in his own capacity.

A child chooses one of the persons listed above and arranges an interview with him. At the time of the interview the pupil tells the purpose of the program, and in turn the functions of each officer are outlined to the child.

When all interviews have been held, the pupils and the homeroom teacher study them, stressing the important functions. The pupils then write a speech that any one of these employees might make if he were asked to talk on the tasks that must be performed in his office. The writers of these speeches must keep in mind the information which can be used to present actual responsibilities in contrast with those forced upon them by the negligent behavior of the children whom they serve. Select children to deliver these written speeches before an assembly.

Open the program with the singing of "America." The Pledge of Allegiance to the flag. A student or the teacher presents an explanation of the program. The speeches in the following order: President of the Board of Education, Superintendent, secretary to the Superintendent, Principal, manager of lunchroom, janitor, and policeman.

Note: Be sure that these speeches clearly show that if each individual did not have to give a great deal of his time to needless work brought on by the pupils' indifferent behavior, added time would be available to do more things to bring pleasures and comforts to the children.

Song—"Alma Mater"

Suggestion: As an added interest, dancers may be used to symbolize the functions of each character. While the speaker is before the audience, the dancers pantomime the functions relative to his office. These people do not have to be trained dancers; even small children may enact the movements. E. g., while the janitor is speaking, some dancer might sweep, scrape up chewing gum, pick up paper, dust, etc. While the secretary is relating her story, several children may be seated behind typewriters, adding papers to an already highly stacked pile. During the Principal's speech some dancers might enact the role of Principal and pupil. The Principal might shake his finger close to the nose of the pupil, shake the pupil, and finally spank him. All movements are, of course, very rhythmic.

(2) An Interfaith Program

(An assembly program for senior high and above)

Sing "America"

Salute to the flag

Four student speakers, each treating some phase or symbol of the Roman Catholic faith, the Protestant faith, the Greek Orthodox faith, and the Jewish faith

Song—"Faith of our Fathers" (using only the first two stanzas)

Note: Use the different faiths found in your community. The four speakers, belonging to the four faiths, may prepare their scripts with the help of their respective clergymen.

On the stage may be arranged symbols secured from each church. While each child is speaking, a spotlight could be directed upon the appropriate symbol.

g) Seventh Grade Convocation Program—"Thanksgiving 2000 A. D."

Background:

Since it was the seventh grade's turn to present the annual Thanksgiving Program for the University School, the group spent several days discussing what types of programs they would like to present. They decided to write a play about Thanksgiving. Then the nature of the play had to be determined. Many suggestions were offered, ranging from the traditional Pilgrim idea to a variety show. One of the members of the class had read the condensation of George Orwell's book *1984*, and suggested that the program be based on a portrayal of life in the year 2000. This suggestion

met with immediate success, since it offered correlation with many of the current events the class had been interested in discussing. A committee volunteered to write the script and work began.

Procedure:

The script committee met and made a tentative outline of the plan of action for the production. Here arose one of the big problems. Should the play be funny? Should the play be serious? Should the play attempt to impart a message to the audience? The committee unanimously agreed to try to combine all of these ideas with the main purpose of putting across the message, "What we do not appreciate we may lose." Then the committee chose which individual act they preferred to work on, and began to write the dialogue. After the first act was completed, it was submitted to the remainder of the script committee and evaluated and revised. Then the second and third acts were treated in the same manner. Finally, when the committee felt that it had gone as far as it could, the entire play was read before the class and revised in the light of their suggestions. After the completed version of the script was written, the entire class tried out for the parts. The casting of the parts presented another problem. Should the members of the script committee be allowed to try out for a part? The group agreed that they should, and casting proceeded. The entire class voted on each person who read a part. The person with **the highest number** of votes was to be the character. The remainder of the class served on the various service committees necessary for any such production.

The Plot of the Play:

Act I.

The scene is Thanksgiving Eve. Father, Mother, and the two children are discussing plans for the coming Thanksgiving holiday. Father and son are bickering about the desirable location of seats for the football game. Daughter is completely engrossed in her personal appearance, and informs the family in no uncertain terms that she "wouldn't be interested in going any place with any of them." Mother is planning a Thanksgiving bridge party, and is only interested in getting the remainder of the family out of the house. Grandmother suggests that they might all go to church. This suggestion meets with no success because she is quickly informed that they do not have time, the preacher is a bore, and the right sort of people no longer attend their church. Then the scene quickly becomes one of confusion, because a bevy of friends descends upon them. Mother, the boy, and the girl disappear, and Father is left to entertain the men. During the course of their conversation it is pointed out that they are opposed to freedom of the press (if it differs from their viewpoint), freedom of speech, D. P.'s (foreigners) entering the country. Finally the visitors leave and the family drops off to sleep. A shadowy figure enters the scene. The figure tells Grandmother (who is wide awake) that he is the Spirit of Thanksgiving. He is going to show the

family what Thanksgiving would be like without the values they are so unappreciative of today. She agrees with him and he slowly leads the group, in a trance, from the stage.

Act II.

Instead of the attractive, cozy living room in Scene I, we see a bare stage. The only furnishings are a table and four chairs, a weird machine, and a picture of Big Brother. An unearthly light shines upon the four people seated at the table. They are eating a Thanksgiving dinner which consists of dried seaweed, meat pills, and cherry pie. The latter is dispensed from the machine and must be eaten, because it is Big Brother's favorite dessert. Each remark is uttered with fear because of the new police listening device which has just been installed. The new car, which had to be purchased because the Traffic Manager demanded that they do so, is discussed. Someone makes the unfortunate remark, "Why can't we go to church?" and the police descend. The family is marched to jail on the charge of criticizing the government.

Act III.

The family has awakened from its dream. They look around them and contrast their unrecognized freedoms with the nightmare they have just experienced. They discuss how they can spend a happy, congenial day by going to church, eating dinner together, and then attending a football game. Their plans are completed, and the play closes with the radio softly playing Thanksgiving hymns.

The entire program for the day consisted of the following items:

Scripture reading

Selected Thanksgiving Songs by the Junior High Glee Club

An Original Thanksgiving Story

An Original Thanksgiving Poem

The Play.

h) The Last Supper (An Easter Program)

The life of the school may be enriched through the use of occasional programs at appropriate seasons of the year, such as Christmas and Easter. By taking thought, such occasions may be lifted above the "entertainment level," and may be made to bear upon values that have become apparent in school life.

The following program, appropriate for the Easter season, may be used to stress such values as humility and service as necessary qualities in leadership. While this value is not made explicit until the concluding reading from the scripture (John 13: 1-7), other values, such as reverence and self-criticism, are also inherent in this experience.

The program may be presented before any grade level, but it is preferable for a high school assembly. It is included in this report as an illustration of the way in which a religious theme may be used in a non-sectarian manner.

To be spoken to the audience before the curtain rises:

Because of the world's need for good leadership, we have planned a program to permit you to consider one of the greatest leaders of all times, Jesus. The great leaders are humble men, and as Jesus would show us, good leaders serve their fellowmen.

Soft music, preferably an Easter song from a hymnal, is played as the curtain rises on two choral reading groups seated on each side of the stage near the front.

At the center back on an elevated platform (use band stands) dramatize "The Last Supper," using thirteen boys dressed in costumes secured from the dramatics department.

The table is arranged before a backdrop with three windows through which may be seen the distant Judean Hills.

A speaker from one side of the choral group rises and tells the story:

When Leonardo da Vinci painted "The Last Supper," he produced one of the great masterpieces of art. It was done in oils directly on the walls of the refectory of the old monastery, Santa Marie delle Grazie, in Milan.

The picture has suffered on many occasions, so that now only a pale shadow of the original remains. In the seventeenth century a door was cut through the wall upon which this picture was painted to make a shorter passage from the refectory to the kitchen. That destroyed a section of the lower part of the picture. In the eighteenth century Napoleon stabled his horses in the monastery, and the soldiers damaged the painting by using it as a target for bricks which they threw. Later the monastery was used for storing hay, and for other purposes connected with the army. Today this room is a shrine for artists and travelers.

"The Last Supper" represents a definite historical fact. The time is a Thursday night in the spring, 34 A. D. The place is a large upper room in a house in Jerusalem, which probably belonged to some friend of Jesus. Peter and John had arranged for the supper at the suggestion of Jesus.

The early part of the evening had been devoted to the Jewish Passover Feast which commemorates the deliverance of the Israelites out of the bondage of Egypt and marks the beginning of the Jewish nation. The feast is called the Passover to remind the Jews, as it is kept from year to year, of the night when the Angel of Death passed over the home of the Israelites, who had sprinkled the blood of the slain lamb upon the doorposts and lintels of their homes. This feast renews their thankfulness for the mercy of God which spared their first-born.

Certain requirements were necessary for this feast. It was held in a room which was furnished with a table and couches. The meal consisted of unleavened bread, bitter herbs, and a paschal lamb which had been slain in the temple between three and five o'clock and had been cooked in a private home.

(The next part may be told by the same speaker, or if more dignity is needed for the sake of reverence, the teacher may relate the following:) If it is desirable a picture or a stereopticon slide may be used up to this point. Then the curtain may be drawn, disclosing the thirteen boys in their respective positions.

In the picture the artist has seized the moment when Christ, seated at the table with his twelve disciples, said, "One of you shall betray me." The peacefulness of the scene is broken. The artist wanted to show the effect of these words upon the twelve men. The head of Jesus is inclined, and with a downcast look he confirms his statement and says further, "He that dippeth his hand with me in the dish, the same shall betray me!" Immediately the disciples give expression to, "Lord, is it I?"

The artist placed the Christ before the broad middle window of the background. He is surrounded by the bright celestial light, as if by a natural halo.

The agitated disciples are divided into four groups with three in each group. On Christ's immediate right are John, Judas Iscariot, and Peter. John is next to Jesus and seems to be overcome with sorrow. Next to John is Judas Iscariot. He is looking up with a terrified expression and is leaning over the table, clutching a purse with his right hand. He motions with his left hand as if to say, "Lord, is it I?" Peter has accidentally touched his shoulder, and in his nervous fright, Judas has upset the salt. Peter has seized John by the shoulder, as he urges him to ask the Savior, "Who is the traitor?" In his hand he is holding the knife which he has been using to cut the bread.

The second group to the right of Jesus at the extreme left of the picture is Andrew, James the Less, and Bartholomew; Andrew expresses with upraised hands what words could not. He is full of horror. James the Less is sitting next to Andrew. He seems to say, "There is some mistake. This cannot be true."

The three at the extreme right of the picture are Simon, Thaddeus, and Matthew. Simon is sitting at the end of the table. He is probably the oldest in the group. Thaddeus, sitting next to Simon, is the most aroused in that group. He is talking in consternation to Simon. Matthew, who is beardless, is next. With his arms outstretched toward Jesus, he addresses himself to Thaddeus and Simon.

To the left of Jesus is Thomas. He has one finger raised as if to say, "If there is one of this group who could do such a contemptible thing, let me see him." Sitting next with arms outstretched is James. His pose expresses horror as he bows his head and gazes at the table. Standing with his hands upon his breast is Philip. His whole attention is centered upon the Master as he bends forward.

(Speaker is seated)

A speaker rises from the choral reading group on the other side of the stage and says:

Leonardo da Vinci, the painter, was born in 1452 at Vinci, a fortified town halfway between Florence and Pisa. He excelled in architecture, mathematics, and sculpture. In fact, there was little he could not do, and do well. He wrote volumes on scientific subjects, modelled statues, painted pictures, planned canals, designed bridges and ships, and discovered the use of steam as a motive force.

Leonardo is of the Italian school and no painter is his superior.

In 1516 his health began to fail, but his mind was as active as ever. He could no longer paint and soon gave up writing. He lingered on through the winter and died May 2, 1519. He is buried in the royal chapel of St. Florentin at Amboise.

A solo "The Last Supper" or any appropriate music. (If the music department will cooperate, perhaps the chorus would sing some Easter hymn.)

Choral reading John 13: 1-17

Soft music as the curtain closes.

(Suggestion: "The Lords Prayer," by Malotte)

During the closing song the Choral Reading Group should assume an attitude of reverence.

i) A year's program developed by the art, speech, and music departments of one of the pilot schools as an outgrowth of the 1948 Workshop on Moral and Spiritual Values in Education:

Inspired by the stimulating and worthwhile reports made by those who attended the 1949 Workshop on Moral and Spiritual Education, understanding the very natural desire of every high school boy and girl, to participate in programs and public activities, and realizing that "teen-agers" heed more carefully the suggestions of their own group than they do the admonitions of their teachers and civic leaders, the music, speech, and art departments of the Bowling Green High School tried to present in 1949-50 some programs according to the plans and purposes of this Workshop.

These activities were in the main original; although, of course, we had to consult source materials for authentic information, data, and statistics. In two cases, at least, the programs were class projects. The speech teacher presented the general schemes and ideas. Each student, then, without help planned the particular program. These scripts were checked by a class committee, revised, and consolidated. To show the variety of symbols and ceremonials that were used and the moral and spiritual guidance that we attempted to give, we are listing below with brief comments a few of these projects.

Fire Prevention Week

Panel Discussion with Chalk Drawings before Three Civic Clubs and Broadcast over WKCT. We were asked by the Chamber of Commerce to give these programs on fire prevention. We tried to make our pupils understand, while we were preparing

this work, each citizen's duty in civic enterprises and each individual's moral obligation to protect public and private property. We do not know that the Kiwanis and Lions Clubs and other organizations received a great deal from these discussions, but we do know that the participants feel more keenly their duties and obligations as citizens of the school and community.

October 27 Art and Speech Banquet

Hallowe'en Motif. We used the symbols of Hallowe'en in our decorations and program. This was our dessert of the year when the members and their guests dressed in formals and enjoyed a social occasion together of good clean fun. The after-dinner speaking with such subjects as "Rattling Chains," "Tattling Ghosts," and "Hooting Owl," was filled with the Hallowe'en symbols which found their counterpart in the guests, the club members, and the teacher.

November 23 Thanksgiving

An assembly program for the Junior-Senior High Schools. A playlet, "Ye Good Ole Days" was used as the basis of this program. We added to this a modern scene, a flashback to the good old days, and a recently discovered diary which gave us the opportunity to depict in tableaux "Indian Ceremonials," "The First Thanksgiving," and "The Pilgrims on the Way to Church." We tried to stress in this program Thanksgiving as a symbol of our religious freedom rather than Thanksgiving as a day for football games, big times, and bountiful dinners. The Tableaux were given by members of the art department, appropriate music for the different scenes was furnished by soloists, the glee clubs, and the band; and the narration was delivered by the speech students. We feel that the lessons learned concerning cooperation among the 200 members of the cast, the new ideas gained about Thanksgiving, and the knowledge of a complete task were due largely to our great desire to put in practice some of the suggestions made by the workshop.

Christmas

At the request of a member of your committee we are giving the complete outline of this program.

Christmas Program

Art, Music, and Speech Departments

Bowling Green High School

Processional—Band

Introduction—(Speech Student) Another year has come and gone—and another Christmas is approaching. Another Christmas season for which the art, music, and speech departments have prepared a program. This time we are bringing you the origin of many of the symbols used in our celebrations and the customs of foreign lands. Members of the speech club will tell about these

traditions, the art department will display pictures which represent these symbols, and the music classes will present numbers that belong to a particular country. First, we will have the scripture which tells about the birth of Christ.

Scripture Reading—Luke 2:8-16

Christmas Customs in General—(Material gathered from here and there)

Christmas Music—Band

France

Narration—France Gave Us Many of Our Religious Symbols
Story of Three French Carols (Adapted from The Christmas Carolers' Book other sources)
"The First Noel"
"O Holy Night"
"Gloria in Excelsis Deo"

Curtains Open

Shadow Box containing Creche is on (center) stage. This is flanked by members of Girls' Glee Club.

Music—"The First Noel"—Band (Seated in orchestra pit)
"O Holy Night"
"Gloria in Excelsis Deo"—Girls' Glee Club Soloists

Curtain Closes

England

Narration—England, the Symbol of a Merry Christmas
(Adapted from Washington Irving's Christmas Essays)

Curtains Open

Shadow Box by Art Department
Christmas Carolers in Merry England
Music—"God Rest Ye Merry, Gentlemen"
"Deck the Halls with Boughs of Holly"—Girls' Glee Club

Curtains Close

Germany

Narration—What the Christmas Tree Means (Various Sources)

Curtains Open

Shadow Box by Art Department
German children dancing around the Christmas Tree
Music—"O Christmas Tree! ("O Tannenbaum")—Soloist
"Silent Night"—Band

Curtains Close

United States

Narration—We Have All the Symbols of Christmas

All of the Christmas customs found in foreign lands are used right here in the United States, for we are "the melting pot" of the world. Many symbols are included in these traditions, and they

vary greatly in different sections. We know that the angel is a Christmas symbol, because on the night of our Savior's birth "the angel of the Lord came upon the shepherds" while they were abiding in the field. The singing of Christmas carols comes as a result of the great announcement made by the joyful angels to these same humble shepherds watching their flocks on the lonely Judean hillside. The wise men, who visited the infant Christ and brought him gifts, probably traveled on camels. This animal from that time until now has been found in Christmas scenes and celebrations. Years before the coming of Christ bells were used for joyful as well as sad occasions. Since His advent they have been used to announce His Birthday. The Christmas Eve concerts which are produced with chimes, especially, at the Bok Tower will cause people to associate bells with joyful sublime tidings. Of widespread use is the greeting card which was first published in England in 1844 by Mr. Joseph Cundall. These greeting cards always carry a message which is suggested in word and picture by at least one of the Christmas symbols—and always they signify—"Merry Christmas." Other Christmas symbols found in our country include snow, candles, carrots, the Christmas tree, stockings, fireplace, gifts, fire-crackers, feasts, holly with its bright red berries and prickles suggestive of the Savior's crown of thorns, mistletoe, Santa Claus, and the poinsettia. Instead of discussing the origin and history of these articles, however, we are asking Ann Ford to bring a Christmas message by Henry Van Dyke. This message, which is both timely and appropriate, will be followed by "O Little Town of Bethlehem" and "It Came Upon the Midnight Clear." While these carols may not seem very modern to some of you, they will be sung this Christmas all over the United States by high school boys and girls.

"Keeping Christmas"Henry Van Dyke

Ann Ford

(We arranged this item exactly like this to impress the boys and girls that they must give due credit to an author when his material is used.)

Curtains Open

Shadow Box—Art Department

Christmas Scene in the United States

Music—"O Little Town of Bethlehem"

"It Came Upon the Midnight Clear"—Boys' Glee Club

(We wanted to bring in some modern Christmas Music, as this was the students' program)

Announcement—(Speech student)

To us, high school boys and girls, no program that depicts Christmas in the United States would be quite complete without some of the songs we like to sing today. We agree with Howard (boy who gave the narration about U. S.) that we will soon sing our carols, decorate our trees, enjoy our feasts, attend the church of our

choice, and have our family reunions. We have some music, however, that belong to us—the boys and girls of 1949. Therefore, we are asking the entire audience to help us close our program by singing with us “White Christmas,” “Christmas Island,” and “Winter Wonderland.”

Audience Sings—led by choral director.

Recessional—Band

At the request of WKCT we made a recording of this program. This transcription was broadcast during Christmas week. One of the narrators described the pictures for the recordings.

February Glee Club Banquet

Using the symbols of patriotism which are found in February, the sponsors of the choral music department supervised a banquet and a program of afterdinner speaking filled with ideas concerning liberty, freedom, and our priceless heritage, as well as some symbols associated with good times suggested by the Mardi Gras and St. Valentine's Day. The United States is the only country in the world which guarantees its people the happiness that St. Valentine's Day symbolizes. The art classes furnished the decorations, the music department the vocal numbers, and the speech club the after-dinner speaking.

Easter

A broadcast over WKCT. We used a pageant, “The Living Lord,” for the use of which we obtained permission from the publishers and copyright owners. The students knew exactly the procedure that was followed in obtaining permission to use the material which was the core of the program. The Cross became to us the symbol of the “Living Lord”—the Lord who is walking on every country road, the Lord who may be met in every city street, the Lord who lives in the hearts of every one who loves and serves his fellowmen. “In every heart that will receive Him, Jesus Lives.”

IV. EVALUATION OF THE OF SYMBOLS FOR MORAL AND SPIRITUAL GROWTH IN EDUCATION

1. There are dangers inherent in the use of symbols, some of which are:

a) Devotion to the symbol, instead of to the value symbolized. In this instance the symbol becomes a substitute for reality, and functions, perhaps, as an escape mechanism.

Examples: “The love of money is the root of all Evil;” “They bartered God their Glory for an image of an ox that munches grass;” the “created good in place of the creative good.” (See Weiman, *The Source of Human Good*)

b) Misuse of the symbol, leading to active promotion of evil rather than good, resulting in perversion of loyalties.

Examples: The swastika of Germany; the spending of 9½ billion dollars for liquor and 2½ billion dollars for education in the United States last year. (See Listen, *A Journal of Better Living*, Oct.-Dec., 1948, p. 7)

c) The exclusive, devisive use of symbols, attaching loyalties to the part, rather than to the whole, or to the moment, rather than to the longer sweep of time.

Examples: Church denominationalism stands against a larger union; nationalism stands against internationalism, etc. (See Northrop, *The Meeting of the East and West*)

d) The inaccurate use of symbols, leading to conceptions that are not relevant to the realities of any situation.

Examples: the "Material" vs. "spiritual" dichotomy ("sacred" vs. "secular"), when, in reality, the growing person, in whose experience values are resident, is one, with the material and spiritual intermingling and inter-dependent; the use of "Four Roses" to advertise a brand of whiskey, etc. (See Meland, *America's Spiritual Culture*)

2. There are values inherent in the use of symbols, some of which are:

a) Symbols through their many means of expression have been found to be meaningful, effective, and even dramatic ways to teach. E. g., a handshake, a diagram on the board, a smile of approval, etc.

b) Symbols through their various means of expression are rich in developing such moral and spiritual truth as:

- (1) Self-expression
- (2) Self-assurance
- (3) A sense of belonging
- (4) A critical and inquiring attitude
- (5) A sense of being needed
- (6) Personal achievement
- (7) A belief in a creative power higher than man
- (8) A proportionate sense of values
- (9) An appreciation for the worth of other individuals, E. g.,

Some of the means of expression given herein, such as, field trips, programs, etc. have already been found to be fruitful in developing such values; it is to be hoped that others may be equally fruitful in developing such values; or even more so.

c) Symbols are effective in carry-over value: knowledge, attitudes and appreciation learned through means of symbols are frequently remembered longer than when learned otherwise, E. g., the Cross, Crown, The Great Stone Face.

d) Symbols are valuable in that they offer a variety and that they are accessible to every teacher. E. g., Many suggestions of expression have been offered herein; the resourceful teacher will find numberless others at her door.

EVALUATION

A scrutiny of the project reports and case materials gives evidence that the participants are well aware of the need for evaluation of procedures and results— a most important step in any experimental procedure. Such evaluations, however, are at the informal level. Nevertheless, they are real and important. Up to this point in the initial phases of the movement, such informal evaluations are appropriate and necessary. However, with a solid basis of experience, from this point on an essential phase of the movement should be the development of more formal and scientific methods of evaluation. This should be a basic emphasis in future workshops and in the over-all supervision of the movement.

At the end of the first workshop the participants were asked to write their evaluations of the workshop in terms of their own personal attitudes and their approaches to their teaching responsibilities. These evaluations were very revealing and significant. A few informal evaluations by students, teachers and parents at the close of the first year's experimental work in the pilot schools are included in this report as typical of the reactions to the program.

1. By Pupils

a) "Within the past few years school administrators have begun to realize the necessity of educational programs which include not only the cold features of "readin', ritin', and rithmetic" days, but also new features in the field of moral and spiritual guidance. It has been seen that there is more to a student than a book in hand and the desire for 3:00 P.M. to come. Each Student possesses individual abilities and qualities. With the world becoming more and more selfish and confirmed in wickedness the school teacher is becoming more and more responsible for the individual student's spiritual life. She must see the 'best in each person and do all in her power to bring out that "best." In matters of moral and spiritual guidance she must teach without preaching, guide without dictating.

"Looking over the months of the school year 1949-1950, I can see how successfully the program has grown into the hearts of my fellow-students. The method by which it is being presented is one which supplants the old idea of moral guidance where the teacher paused to discuss why one should be honest, good, and love his fellowmen. The modern method emphasizes doing. The student learns the old rules of good morals and fine spiritual living through the process of actual participation.

"One of the features of the guidance program in our school this year was a "group get-together" of faculty members and students

(girls only) for the purpose of "airing" problems and sharing ideas. Girls, who through some extra-curricular activity had proved themselves leaders, and lady teachers took the responsibility of leading the discussion, all the time encouraging the other girls to participate. Typical questions were, "What do you think about good-night kisses? What qualities should Christian boys and girls possess? What can be done to promote honesty in the school? How can we spread out the honors given at school and give all a chance? What about this business of parking? What do you think about cheating and what can be done?", and so on.

"When the period ended all felt that they had taken part in something truly outstanding and far-reaching. It was recognized that through such programs all could share ideas and have a general housecleaning of personal problems by thus "getting them off one's chest." Student reaction was so favorable that a column devoted entirely to Life Problems, wherein students could receive help with their problems, was organized and made a regular feature of the school paper.

"This one assembly was an occasion that students and members of the faculty will not soon forget. Objections to this type of program? Only one has been voiced. It takes too much time away from needed study period. When several hundred people are made happier, when the school atmosphere is made much more cheerful, and when the bonds of friendship are tied together, is that time wasted?

"Under the direction of the Tri-Hi-Y a "Go-To-Sunday School" Campaign was carried on. Records were kept of the attendance of each of the classes. It was interesting to note that the Seventh Grade had the highest percentage. The lowest percentage was found in the junior and senior classes. The gradual drop from Seventh to Senior class helped us to realize that we must make some definite plans for next year.

"The P. T. A. joined with the faculty and students this year in carrying out the program of moral and spiritual guidance. This made it possible for us to hear four professional men—a doctor, lawyer, minister, and factory administrator—talk to us about our choice of professions. I know of one person who said that the talks helped him make his choice to be a doctor.

"With the cooperation of the local radio station, the P. T. A. sponsored radio programs concerning the guidance program. Students were selected as speakers. The subjects discussed on the program were those concerning things that are close to a teenager's heart. The programs were on the air during school hours and when possible the rooms were equipped with radios so that students might take part in the program by listening and then discussing at the end of the program what had been said.

"After thinking of several methods of guidance being carried on in the school, it is interesting to think over some of the cases of individual guidance.

"In the class-room, in the assembly hall, over the air, and through everyday associations, the program of Moral and Spiritual Guidance is growing and will continue to grow. I have felt the influence of this program this year and I am a better person for it."

Jane

b) "Since we have been working on moral and spiritual values, I have better control over my temper. I have learned that I can get my own way more if I act nice than if I try to make people do as I say. I do not tease my sister as much as I did. She is too little to really understand, and I just made her angry with my teasing, and when she made a fuss Mother punished me. It was confusing. There is a better feeling at home, now that I really try."

Martha R.

c) "I have learned what I can do to get along with people. I have learned some of the things I can do to make others happy. The study of moral and spiritual values has helped me to try to understand other people."

James M.

d) "Since studying moral and spiritual values, I get along better with people. I am trying to improve my disposition. I get along better with the people where I work and with the boys and girls here at school. I try to help my mother at home more than I did before. The study of human relations makes you know that it is your own responsibility to keep yourself and others happy."

James S.

2. By Teachers

a) A fifth grade Teacher

"In summing up things we have learned this year, one little boy said, 'I didn't know until this year that boys are important.' I casually asked, 'Are you more important now than you were at the beginning of the year?' He said, 'I don't mean I'm important like President Truman, but what I do and say in this room is important.' I don't know exactly what special happening in the room gave him that important feeling, but it was good. Knowing that he is of some value to society will help him to do a better job of his school work and life.

"Sometimes children would rather the teacher would make all important decisions, especially concerning behavior problems. One day a Fifth Grader took some paper holders from another boy's desk. He insisted that I punish him. I refused, telling him that he had made the mistake and he must correct his own mistakes. By this time he was crying, feeling very guilty. I gave him the holders and told him when he felt better to have a little talk with Bobby. I continued to work as if nothing had happened. By recess, he was at my desk all smiles. He told me he had given Bobby all the holders, for he really didn't want them anyway. He felt no resentment toward his teacher, for he had not been condemned or pun-

ished; he felt fine morally, for he had given back the holders that he had taken. Everyone was happy—a very important feeling in the classroom.

“In conclusion, I’d say teachers have a rare opportunity to teach moral and spiritual values to children. My way of teaching has been completely changed since I have become more aware of the need for better moral and spiritual programs.

“On the last day of school, a little ten-year-old girl said she had always gotten her lessons, but this year she had learned something else—she had learned to control her temper and get along with other girls and boys. Then I realized that my efforts in teaching moral and spiritual values were working.”

b) Two High School Teachers

(1) “When I attempt to put into writing what the workshop meant to me personally, I find that words utterly fail to express the feeling within me. From our thinking, planning, and working together, I feel that I can now experience the warmth and glow of a dream of better and happier experiences in my class room. I now believe that I shall be able to help those in my charge to understand themselves, and so begin to live. I have a determination to strive to develop a program for the good of the most concerned and not be guilty of the personal gratification of my own ideas.

“From the personal contact made in the two workshops I am confident that long and lasting friendships have been formed.”

(2) “The workshops of last year and this have meant very much to me personally. All last year, I tried to be more thoughtful of others. When I was tempted to criticize one of the teachers, I tried to say something nice or keep quiet. When other teachers disagreed I tried to help each one see the point of view of the other. I tried to be especially nice to the new teacher, and help him understand the traditions of our school. When the Principal mentioned a problem that he wished someone would help him solve, I was ready to give much of my time and thought to analyzing the situation and getting the facts for him. I took a more personal interest in each child with whom I came in contact, trying to understand his problems and help him.

“As a result of the influences of the two workshops, I have found a new interest in my work. My own horizon has been extended. Teaching is so much more than the subject matter which I’m trying to help the children understand. It is considered a privilege and a pleasure, rather than a burden, to give extra time to anything that will help some child, his parents, or my fellow-workers.

“After analyzing some of the situations that arise in our school and others and finding how the relationships of the children, the home, the school, and the community are so dependent upon each other, it has made me more conscious of the needs of my community. I want to take a more active part in working for better

conditions in my own city. My interests have been broadened to take in more than the school in which I teach.

"Besides all these changes in my attitude toward the children, their parents, other teachers, and the community, I feel that my own life has been greatly enriched by the friendships, the exchanges of ideas and experiences, and the fellowship with the other members of the workshop and our leaders. The inspiration of Mrs. Williams' speech and the wonderful philosophy of Dr. Bower will always be remembered and I am sure will continue to influence my future thoughts and deeds."

3. By a Parent

"I am the mother of two children in school, one a fourth grade student and the other an eighth grade student. I feel that the study of moral and spiritual values as presented in the school has been very valuable to each of them. They are learning to practice true democracy and Christianity in a manner that is most pleasing to me.

"In the past, say when I was in school, I stood in awe and sometimes fear of my teachers and oftentimes of other students. Under the guidance of their teachers, I notice my children feel free to express their opinions on the subject of the moment. In class, Martha, the older girl, insists on a thorough examination of any problem before she will leave it. This, to me, shows her confidence in her teacher's ability and willingness to instruct her on the subject they are concerned with at the time. There is a relationship between teachers and children that I have never seen before in any school.

"While Martha has learned that she has a right to express her own thoughts, etc., she has also learned to go along with the wishes of the majority of her classmates. She has learned to respect the opinions of others even though they are contrary to her own.

"No doubt, mistakes have been made in the development of such a program, but I think much good has come from it, and as time goes on there will be a better understanding between parents, teachers, and children. Our children will be stronger mentally and spiritually for having been privileged to attend such classes."

SESSION WITH THE CONGRESS OF PARENTS AND TEACHERS

The next-to-the last day of the workshop was devoted to a session with the Kentucky Congress of Parents and Teachers. In the forenoon session summary interpretative reports were given by the five Project Groups to give the parents and teachers a comprehensive understanding of the objectives, procedures, and results of work in these respective fields, together with some of the evaluations included under the section on Evaluation.

After a luncheon at Capp's Coach House, the afternoon session was devoted to an interpretative summary of the work of the two workshops by the Director and an address by Mrs. Margaret Hicks Williams, Director of the Overseas Information and Cultural Program of the United Kingdom and British Dominions, of the Department of State, Washington, D. C. These addresses follow.

AN INTERPRETATIVE SUMMARY OF THE WORKSHOP

By William Clayton Bower, Director

The purpose of this summary is to try to interpret the workshop as we have understood it and as it has taken form in these last two years, so that you who are our guests today may enter into an understanding of the basic philosophy on which the workshop is grounded and the procedures we have used in arriving at the results achieved to this time.

This movement for the discovery and development of moral and spiritual values in education has arisen spontaneously out of a very deep concern on the part of educators, parents, laymen, and other public leaders of Kentucky regarding the place of moral and spiritual values in education. This concern is shared with a very wide-spread conviction in our day that the weakest point in education is at the level of values, and that if we are to have an education that adequately interprets our culture and prepares for citizenship under the exigencies that beset modern democracy, we must stress as we have never stressed before, the place of values in education, and particularly of moral and spiritual values.

This movement, as it has worked itself out in the two workshops last summer and this summer, is based upon a very definite philosophy. Your attention is called to the salient points in that philosophy.

First, it is based upon the conviction that there should be a complete separation of church and state.

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Second, it is based upon the conviction that moral and spiritual values are indigenous to the school community and the educative process. That is to say, they are qualities, potential qualities, that attach to any and every experience that goes on in the school community and in relation to the various subject matters of the tradition with which the educational process is concerned.

It follows from this that there is, therefore, no need of injecting a program in moral and spiritual values into the school from some agency outside the school. These values are already potentially there. They are inherent in the very nature of the school as a community and in the nature of the activities and relationships that constitute the school as an educational institution.

Therefore, our task as we have conceived it in setting up these initial stages in the program is three fold. First, it is to discover where these values are being generated in the stream of experience, not only of the individual pupils, but also of the school as a community. There is where all values have their origin, in experience, in the interaction of human beings with the kind of world in which we live—the world of nature, the social world, the world of our cultural traditions. And those in the workshop would certainly add as one of the basic dimensions of that world, the cosmic world with its vast and mysterious outreaches to the boundaries of Reality itself. We do not simply live on the earth, and the formula which was the basis of a book some years ago, "Earth Is Enough," we would question, because we live constantly as human beings in a universe that is vastly extended, and whose reality is beyond our imagination or our comprehension. If we can develop methods by which we can locate these values in the school community, then we shall have accomplished the first step in our undertaking.

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Our second task is to identify these values, once we have located them, to see them as values, to become sensitive to them as values, and to identify them in the field of the moral and spiritual life as we do the constituent elements of the sciences, such as chemistry, physics, astronomy, and biology, and of literature and the arts. And once we have discovered these values as they are taking form in the school community and have identified them, our third task as educators is intelligently and constructively to develop them, so that they become integral in the experience of growing people as controls in their relations to the world in which they live and in their behavior.

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Of course, the basic implications of these assumptions are immediately obvious. That means that what we have in mind in the workshop is not something that can be accomplished by a separate course or by a separate department. It is integral to the total program of the school. Therefore, a great deal has been said about a program of emphasis. It is a program which seeks to make teachers and pupils sensitive to these moral and spiritual values and to emphasize them, if, when, and as they occur in the normal processes of education—in the study of literature, in the study of history, in the study of mathematics, in the study of the general

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sciences, in the study of the social sciences, in the fine arts, and in all the relationships of the school community. And so, instead of having something separate, we envision this movement as an emphasis upon what good teachers have been doing for a long time, but which we need to do with greater awareness and intelligence.

The third salient point in the underlying philosophy of this movement is that in the judgement of the Committee of the Department of Education and the Advisory Committee this program should be experimental in nature. If it is of the character which I have described, then it is not something that can be worked out by somebody and handed over to the school and put down upon the school.

Another formula often used in the workshop is that we do not know the answers, but are looking for them. We are trying to find the right questions to ask, and out of experience ultimately to come to some understanding and conviction regarding procedures.

So, we have six pilot schools selected last year cooperatively by the Department and the six sponsoring state institutions. These pilot schools have carried through the first stage of their experiment and that experience has been analyzed and appraised in this second workshop and made the starting point of what is to be done from here on.

I should call your attention also to the fact that this is a cooperative movement. In it are involved as sponsors the Department of Education of the State of Kentucky, the University of Kentucky, the University of Louisville, and the four State Colleges of the Commonwealth. These have cooperated in the selection of the pilot schools; in providing sponsors who will help the schools, through advice and counsel, to do the most intelligent possible piece of work. And I am happy to say that in this set-up the private and church-related colleges are also included at the advisory level. Dr. Raymond A. McLain is the representative of the private and church-related schools. Dr. McLain is president of Transylvania College. He has sat in the councils from the beginning, has participated in the formulation of basic ideas, steps of procedures and organization, and led one of our important groups last year.

Finally, the workshop this year differs from the one last year in that last year we were exploring a field that is so new that there are few landmarks or trails to guide one. We undertook last summer to find ourselves, to see what our area was, and then in five project groups to explore the value-potentials in the various areas of school experience. This year, the workshop is different in that we began, not on the basis of theory, but on the basis of practice, taking the actual experience of the experimental schools, analyzing it, appraising it, and seeing what it suggests in regard to future development.

We have now found ourselves, know where we are going, and are on our way. The new phase begins today, that of seeking larger public interest and of extending the movement.

The fellowship of the Workshop, deepened by a community experience, has awakened us to a realization of the significance of human values and the importance of people. We have made use of our differences, found that appreciation is better than tolerance, and have participated in the quality of fellowship found only in a free democratic atmosphere.

The workshop has been an adventure in cooperative inquiry, which is basic in any learning experience, and through which we become sensitive and responsive to moral and spiritual values and personal change.

The workshops have developed the leadership for the movement, which is now ready to carry the program on its own power. The possibility of such leadership being used in regional workshops means personal dedication. We have discovered new and higher levels of thinking, not coldly professional, but self-dedicating to the highest activity of our being.

MORAL AND SPIRITUAL VALUES: THE STRENGTH OF AMERICAN DEMOCRACY

By Mrs. Margaret Hicks Williams

I have been asked to address you on the relationship of moral and spiritual values to America's role in the world today. But before I discuss these wider aspects of our nation's international conduct, let me say to you with what great appreciation the work of the University of Kentucky's workshop to train teachers to inculcate moral and spiritual values into our schools, is regarded by me and by many in government offices. It gives us both courage and hope.

Let us begin with two premises. The first is that the democratic ideology has, unlike any other, a moral and spiritual base. The second is corollary to the first. It is that because of the unique components of our American democracy a mighty challenge and a mighty chance confront us today.

The chance is to turn the tide of history.

The challenge is that our leaders and our ordinary citizens accept and live out the moral implications of the great American concept.

Too often, in the past, we have boasted as a people of what we have made—skyscrapers, dams, airplanes, atom bombs. Too seldom we have spoken of what made us. Yet all of us are aware that behind the transformation of a green forested continent in 1607 to a major force in 1950 pulsates the great American idea.

Herbert Agar, the historian, has described this idea as having three parts, which he says in the order of their importance are "the spiritual affiliation on which democracy rests, the economic order which it demands, and the political machinery which puts it into effect."

Now it is the spiritual affiliation that I should like to examine with you today, without which neither economic order nor political machinery can function for the public good.

Early Foundations: What is this affiliation? On what does it rest? From what does it draw its strength?

Let us step back into time and remind ourselves of certain historical facts.

First, our country's early settlers left Europe at a time of great moral and spiritual ferment. They braved the dangers of the Atlantic passage in small crafts and the hardships of the frontier days because they wanted freedom—freedom under God.

Second, not only the Puritans in New England came to found a commonwealth under the direction of an Almighty Providence, but the Catholics in Maryland declared a like intention, while Pennsylvania under William Penn's slogan that "men will be governed by God or ruled by tyrants," the Quakers settled by the thousands along with God-fearing Ulstermen, Germans, and Swiss. The French Huguenots in the Carolines, the philanthropic Oglethorpe of Georgia, the Colonists in Virginia and New Jersey all braved danger and suffering to create a new country, to found what the Great Seal of the United States later called "a new order of the centuries" (*Novus Ordo Seclorum*) under the all-seeing eye of God.

Third, our country was born in revolution, her ideas are great revolutionary ideas, her great leaders were revolutionary leaders. They set the democratic idea as the national standard. The biographies of Washington, Jefferson, Franklin, Lincoln, also show that they not only had belief in the average man but that they believed that if democracy was to succeed the average man must have moral backbone. A nation based on integrity was their aim.

Fourth, at the same time, people came to America from the earliest days with an entirely different motive. This motive was basically materialistic; and those who believed in moral and spiritual values had to fight for them then as they do today. This struggle has run through every stage of American history and all through American life. Without a recognition of this we will never understand America.

Even in the early days materialism showed itself in many ways: cheating the Indians, indentured labor, enslaving the Negroes; and when industrial advance came, in the unfair wages and sub-standard living suffered by those who worked in industry in its earlier period.

Thus the American idea was born out of a sense of faith in a Supreme Being and in His hand over the young nation's destiny, and America came to mean to our forefathers more than mountains and plains, more than wealth and opportunity, more than people even—America came to mean a great idea.

Today America faces a world-wide war. But it is not a war of arms. It is a war of ideas, a war to erase the American idea from the earth. With what weapons are we fighting? Is victory sure?

The answers concern not only the White House, the Pentagon and the Department of State; it deeply concerns you who are fighting to teach moral and spiritual values in education to our citizens of the future. It deeply concerns us all.

The War of Ideas:

You may well ask here what is the relation between moral taproots of the American way and the cold war. Again, let us step back in time and examine the historical facts. You will recall that Japan attacked Pearl Harbor in 1941. American blood, brains and billions, with those of our allies, finally brought hostilities to an end. It left the United States the world's strongest and wealthiest power. It left Europe and Asia ravaged. It left millions devoid of former belonging and former beliefs.

Into this moral and material vacuum in 1944 and 1945 moved a previously planned ideological offensive designed to create chaos in Asia, conquest in Europe. Within a short time ten nations had been pulled into the Soviet sphere. Would the rest go? Greek-Turkish Aid, followed by the Marshall Plan was the first phase of the United States' counter attack.

Swiftly, to defeat it, in 1946 came the formation of the Soviet and satellite propaganda block called the Cominform.

Pearl Harbor catapulted the United States into a war of arms and ideas. It is a matter of history that we were prepared neither for the one nor for the other. Says the July issue of *Foreign Affairs*: "The United States is facing the crisis of today with the military equipment of 1950 and the ideological equipment of 1775." So what, we may ask ourselves, is the situation we face as a result of this sequence of events?

What We Face Today: As Americans, three alternatives face us today: World dictatorship, atomic war, or an on-the-offensive and conquering democracy. For it is not our material strength nor our military power which is under the greatest attack today. It is our moral strength, democratic ideas, inherent in our concept of freedom, and inherent in our basic ideology.

What is an Ideology? Ideology is a new word to most of us. But we live in an ideological age and we must swiftly understand it. For we are under ideological attack today. The dictionary defines ideology as "the science of ideas." This definition is out of date, meaning little more than an unemotional static, objective philosophy. An ideology today is impassioned and militant; personal and national. Ideologies begin with the cold concept of the science of ideas, but add the fire of a passion and the outreach of a plan. The result, as we have seen, is capable of capturing the total allegiance of men and of setting them on the march by the millions.

We are familiar with some of the modern ideologies: Fascism, Nazism, communism. Some have led men and nations to destruction. Until we were attacked ideologically, most of us found it unnecessary to define our own. We took it for granted. Few had ever before seriously challenged it. Certainly few, if any, foresaw

that the time would come when millions would be grasping at it as drowning men, while other millions would be smearing it, misrepresenting it, and attempting to destroy it.

We can no longer, however, afford to be ideological amateurs, or ideological deserters. Nor will money, materials, or military power stop an idea in the end. Only a superior idea will finally conquer. Hence, it is time for ideological mobilization. For let us make no mistake, the battle has been joined.

Long before the Cominform drew the United States irrevocably into this present conflict, the ideological offensive of communism had commenced. It began 100 years ago (1848) with the Manifesto of Marx. It localized in Moscow in 1917 in the Russian Revolution. It worked between the war years in the first, second, and third internationales. It switched to serve its purposes from a party line policy which opposed "the imperialistic Britain and United States" (before Germany attacked the USSR) to a line which supported the United States and Britain when we became Russia's allies. Partially underground during the World War II, it (Communism) has captured nation after nation since the armed hostilities and has drawn the issue between East and West in the present cold war.

The repetitious veto technique at the United Nations by the Soviet bloc, the sickeningly similar pattern of conquest commencing with moral sabotage, attack on religion, class warfare, political coups, and finally control, continue to claim the headlines. Meanwhile the energies of a war-weary Atlantic community desperately needed for the positive task of rehabilitation and peace, continue to be drained away into the negative activity of defensive ideological warfares.

Our Heritage: Let us ask ourselves: When is America going to invoke her moral and spiritual strength and take the ideological offensive? And, if so, how shall we express our ideology as cogently and fight as confidently as those who now oppose it? Of what is our ideology composed?

That chain of men holding back the swollen river; that village spire; that compassionate figure of the Great Emancipator brooding over the nation's capitol—are these the separate stuffs of America's great idea? Yes, but more besides.

There is a strong structure under our belief. It is more than men, or memories, or moving moments. It is compounded from the basic convictions of men who unanimously held that the America they were building was to be forged strongly, and forged to last as long as men loved liberty and trusted in God.

The unique, historical fact is that the men who laid the framework of this great experiment, reflected from as early as 1492 and as late as 1865, held a remarkable unanimity in their concept of our country's purpose, its source of strength, and its ultimate destiny.

This unanimity was threefold. First, it stressed the supreme place of Divine Providence in the life of the nation. (In God We Trust.) Second, it made central the concept of freedom—freedom of speech, of the press, of religion, of assembly, of conscience. (Freedom under God.) Third, it made corollary to freedom the concept of individual opportunity and individual responsibility within the framework of equality. (E Pluribus Unum.) Faith, Freedom, and Fraternity—these were and are the undergirding ideas of the American dream.

Our Present Ideological Weakness: For decades, as you in teaching are acutely aware, we have drawn on this faith without recreating it in our children. As a result some believe that we are today near the brink of moral bankruptcy. As a nation we have legislated religious instruction out of our schools. We have accepted histories based on economic and social interpretations alone. We have condemned rising divorce rates and juvenile crime without creating the answer to them. Indeed, we might profitably recall in humility Lincoln's great warning in 1863: "We have been recipients of the choicest bounties of Heaven. We have been preserved these many years in peace and prosperity. We have grown in numbers, wealth and power as no other nation has ever grown; but we have forgotten God. We have forgotten the gracious hand which preserved us in peace and multiplied and enriched and strengthened us; and we have vainly imagined, in the deceitfulness of our hearts that all these blessings are produced by some superior wisdom and virtue of our own. Intoxicated with unbroken success, we have become too self-sufficient to feel the necessity of redeeming and preserving grace, too proud to pray to God who made us."

Moral Remobilization: In "Civilization on Trial" Toynbee is specific as to the cure if our own is not to go the way of the twenty preceding civilizations. "In politics" he says, we are "to establish a constitutional cooperative system of world government; in economics find working compromises between free enterprise and socialism; and in the life of the spirit, put the secular super-structure back onto religious foundations."

Thus it is against these dicta of Toynbee that a mounting insistence on a return to ethical values brings hope. I will touch briefly here on some of this growing evidence.

Let us take the educational front: Here, beginning with the teacher level, there is evidence that faculties are ceasing to consider what they do outside the classroom as their own business as long as they teach the student the three R's. Here, on a city level the Los Angeles Board of Education, for example, has called for a "new and strong emphasis on the teaching of moral and spiritual values in the schools." Here, on a state level Kentucky educators and laymen have shared the mounting nation-wide concern for an education aimed at teaching values as well as knowledge and techniques, and have developed the University Workshop to study ways to teach these values in the state schools.

Or let us turn to the intellectual front: Here, philosopher writers like De Nouy declare:

"The time has come for nations, as well as individuals, to know what they want. If civilized countries want peace, they must understand that the problems must be approached basically. The old scaffolding willed to us by past generations cracks on every side. It cannot be consolidated by makeshifts, by bits of string and pots of glue and treaties gravely signed. Moreover consolidation does not suffice. Peace must be established by transforming men from the interior."

Next let us take International Organizations front: Here we have "leaders" in the United Nations declaring: "We must hope and pray that there will develop in the western world a mighty spiritual movement which will rediscover and reaffirm its glorious hidden values, and fulfill mankind's longing for a more just order of things."

Finally, let us take our own government front: Here there has been a rising tide of men calling for moral and spiritual values. The President and Secretary of State in the executive field, Generals Marshall and Bradley in the military, Justices Burton and Black in the judicial, are, I quote Mr. Acheson, calling once more on "the people of the United States to concentrate their best effort to the furtherance of the moral and Spiritual values on which the advance of civilization depends."

These are all acts in the authentic American tradition. But the challenge still remains to put the fruit of these demands actively to work in the world at large. The matter for us is this: The measure of our eventual success in the ideological conflict is inseparable from the measure of our national strength in moral values.

Our Destiny: Inspired democracy must become again the passion of our personal living and the framework of our political planning. The choice is between materialistic motives or moral standards. On this choice depends the future of mankind.

Every man faces this choice. Every man can shape the future by placing himself under the government of God and by living absolute moral standards. As I am, so is my nation, and this is why what you are doing at the University of Kentucky is of such great significance.

Americans pride themselves on being pioneers.

A new type of pioneering must be undertaken today—where we push the frontiers of democracy across the ranges of men's minds, across the wastelands of men's hearts, across the dangerous valleys of men's fears. In a world where aggressive ideologies are shaping the future, we must pioneer our own. And not tomorrow, but today.

We must mobilize morally or perish.

And while it is a forward step to understand the strength and strategy of ideologies opposed to our own; and while it is yet another forward step to seek by economic, military, and political means to oppose them; the imperative need is to have in our possession the answering ideology and to live it out on a national scale. If we cannot in the long run defeat an idea with dollars or bullets, then we need a better idea. We need one that builds a new quality of life and character into the democracies. We need one that can give hope, unity, and strength to freedom-loving people everywhere. Beyond this we need one that has the dynamic to win potential enemies of freedom to a new liberty.

For true democracy, God-governed, is one idea big enough to penetrate the twilight zones and even the iron curtain and win the hearts of those on the other side.

Thus the greatest step will be when we begin to launch an all-out ideological offensive by beginning to live our ideology fully at home and by beginning to give our ideology fully abroad.

Practical Ideologists: How can we live it at home? Take the field of education: How can you in the teaching field, for example, live out the implications of the American heritage? The purpose of education, is it not, is to give the youth not alone knowledge but standards by which to live. Thus the teachers who mean the most to a student are the ones who give him the intangibles of life without which the tangibles lack true meaning. I know teachers whose classroom doors are always open after school, whose busy hours always have free moments for a pupil to talk about the things that matter to him. The teacher who visits the homes of need, who relates the students's home life to his school responsibilities, and chiefly the teacher whose active faith in God is evident in his teaching and his life, is alone the one whose personality builds life-long judgment and strength in his students.

This type of teacher is indispensable. He or she is a vital part in the essential production line of children of character without which our heritage cannot survive.

There are practical steps to live more deeply our ideology that we can determine to take in other fields as well. We can create teamwork with our families, friends, workmates, neighbors; we can fight for freedom (freedom under moral law, freedom under God) wherever we see it denied. We can be living demonstrations of fraternity and of faith.

Then the voice of America can speak out clearly. Then what our leaders and ordinary folk say will ring true. Then we will be taking the moral offensive once more. And as we earn this right, as we accept the challenge of the hour and begin once more through our actions to live our own ideology, we may look for consequences for which men may bless us for a thousand years to come.

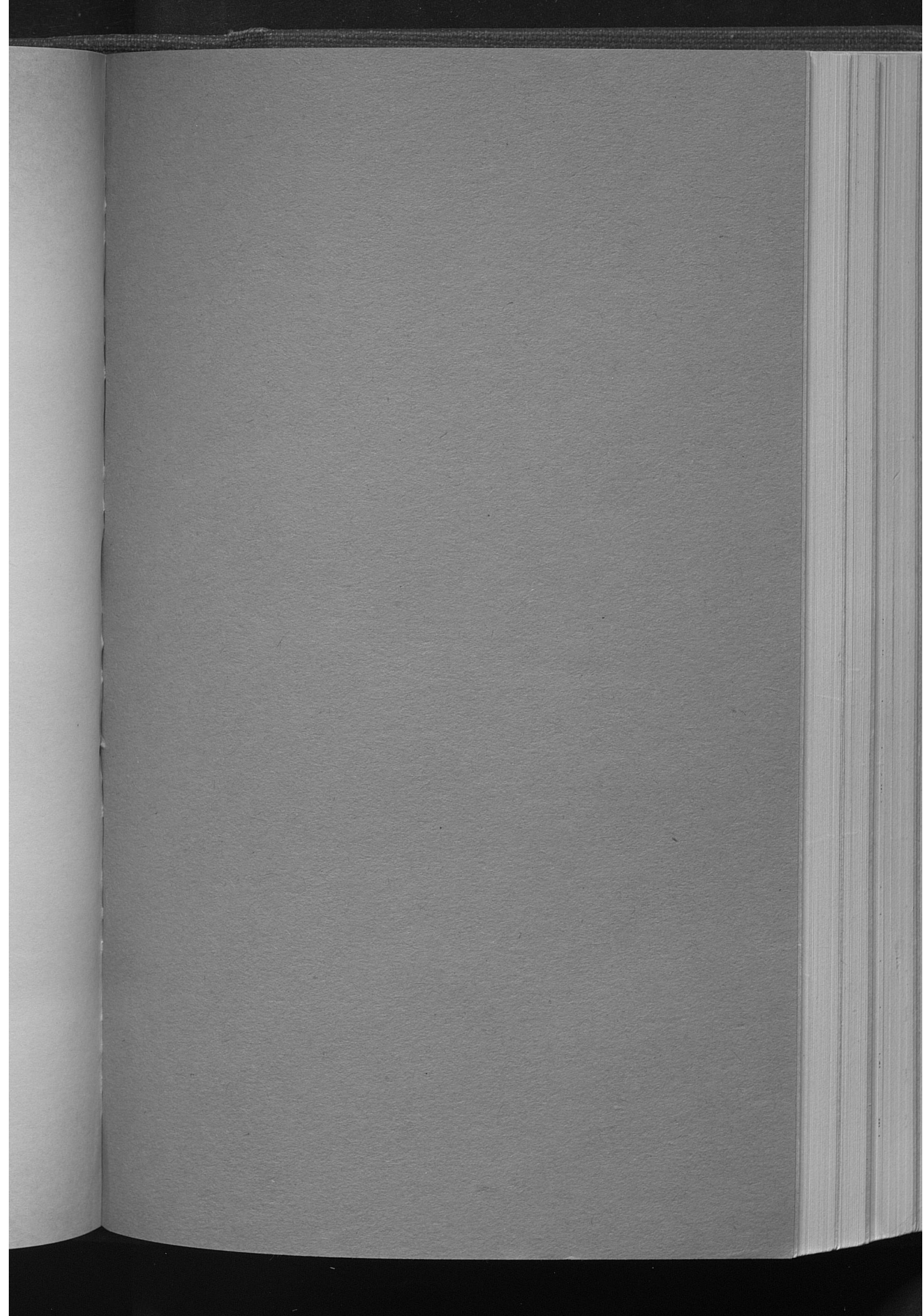
The first may be that we will have supplied long-range and coordinated consistency to our foreign policy, which must have

a solid ethical basis, to be sound. The second may be that we will have revitalized our ideological potential. We will have been given back "the moral dynamic to democracy" for which Vandenberg called on his return from the Paris Conference in 1946.

The third may be that we will have saved some of the twilight areas which look to us for freedom and help.

The fourth, may be that we will have turned the tide of history and set men's feet on the good road to an enduring peace.

We may do yet one thing more. We may find that we will have carried out the mandate of Washington, expressed in his closing years as he considered America's future: "Let us raise a standard to which the wise and honest can repair. The event is in the hands of God."



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