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STRENGTHENING HUMAN VALUES IN OUR SCHOOLS

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STRENGTHENING HUMAN VALUES
IN OUR SCHOOLS

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"No society can long survive without a moral order. As our social structures become more complex the need for common moral principles becomes increasingly apparent. Our job is to master the art of getting along together, to learn the science of human relationships, to equip each child in our care with a sense of values which will lend dignity and direction to whatever he may learn."

—by Superintendent N. D. McCombs, Des Moines
Public Schools, in the *Iowa Parent-Teacher*,
September, 1951.

Practice

What makes a man a good man?
Practice, nothing else . . .
And if a man does not exercise his soul,
He acquires no muscle in his soul,
No strength of character, No vigor of moral fiber,
Nor beauty of spiritual growth.

—Henry Drummond

"The public schools have a highly significant function in teaching moral and spiritual values. The discharge of this vital function is sometimes obscured and confused by attempts to indict the public schools as anti-religious. They are not. The policy of the public schools is, in fact, hospitable to all religious opinions and partial to none of them."

—from *Moral and Spiritual Values in the Public Schools*, Educational Policies Commission, National Education Association.

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FOREWORD

In the elementary and secondary schools of the nation, boys and girls study a wide range of subjects, from arithmetic to zoology. As they work in their classes, participate in non-classroom activities, ride on school buses, and eat lunch together, they are living and learning. They are learning to read, to spell, and to write; they are learning about our nation's history and the history of other nations; they are learning about the cultural heritage of the nation, and they are learning vocational skills that will make them self-sufficient human beings. But equally important, they are learning how to live together in a society that cherishes the *conviction* that free men living in a free society can provide for the maximum good of individuals and of the society.

It is because of this conviction that Miss Jessie M. Parker, former State Superintendent of Public Instruction, in 1953, appointed a committee to study the desirability of developing materials that would help the schools of Iowa focus their attention upon the problems of helping young people develop sound values in these challenging times. The Planning Committee was named and it included teachers, administrators, university and college staff members, representatives of religious organizations, and members of the State Department of Public Instruction.

The Planning Committee made an extensive review of materials dealing with value development, and as a result of their deliberations the following conclusions were reached:

1. Because we live in such a period of uncertainty and because the basic beliefs of our democratic society are being challenged, it seems desirable for the State Department to develop materials that will be useful to teachers, administrators, parents, and interested citizen groups.

2. The problem of actually preparing materials should be given to a Production Committee and this committee would report to the Planning Committee upon the completion of the project.

With the early encouragement of Miss Parker

and the continuing support of J. C. Wright, Superintendent of Public Instruction, the Production Committee utilized all available resources to collect the data used in preparing this Handbook. The materials found are the result of the efforts of the Production Committee to fulfill the assignment given to it by the Planning Committee. An effort has been made to develop a Handbook that can be used by teachers and others to foster the development of the human values inherent in our democratic society.

No portion of the Handbook is considered more important than any other portion. An effort has been made to present a comprehensive picture of the total problem. Full benefit of the Handbook will come only as teachers, administrators, school board members and others study the entire volume. It is hoped that this effort will stimulate individuals to seek ways and means of strengthening their contributions to the growth and development of boys and girls.

In Parts Three, Four, Five, and Six, the developmental patterns of boys and girls are described. The Committee recognized the fact that developmental patterns are not the same for all boys and girls, and that the descriptions of behavior for one level may be found at other levels. The learning situations presented in each of these sections should find application at all levels of the school ladder.

The Committee wishes to acknowledge the contributions made by the many teachers and administrators in the state. It is impossible to list all of their names and to cite their individual contributions; however, it is the Committee's hope that through their contributions, this Handbook will become a living symbol of the efforts that have been made and will continue to be made by teachers to create a society rich in democratic values.

ARTHUR CARPENTER,

*Assistant Superintendent of Instruction,
State Department of Public Instruction.*

PART ONE

FORCES CREATING THE INDIVIDUAL'S VALUES



Desirable Human Values Can Be Learned in Every Classroom

Human Differences Should Be Cherished

Johnny has blond hair, blue eyes, light complexion, a slight build, and is average height for his age; Richard has brown hair, brown eyes, dark complexion, is chubby and short for his age; Bill has red hair, brown eyes, ruddy complexion, is well developed and tall for his age. These are some of the physical characteristics that we recognize as making us different.

Susan wears dresses to school, Eileen wears blouses and skirts, and Ann wears sweaters and slacks. We also might note that Susan's clothing always seems to be nearly new, Eileen's is always clean, but well worn, and Ann's is generally unkempt. These are some of the outward means by which we recognize differences.

Jimmy appears to be a serious boy and seldom gets into trouble; Mary is always smiling and is a real helper; George is boisterous and is frequently

getting into trouble; Helen is a day-dreamer and seldom is interested in her work. By these aspects of behavior, too, we recognize that people are different.

It is not always as easy for us to recognize the differences in values that individuals have. Jean believes it is right to get ahead without regard for the feelings of others; Curtis feels that the boys in the next block are not as good as he is; Melvin has a great desire to do everything perfectly; Nancy wants to be friends with everyone because she believes it is good to be friendly.

We grow to be six feet tall, have blond hair and blue eyes because our parents are tall and have light hair and blue eyes. We wear fancy new clothes to school because our parents have an ample income so that they can afford to buy new clothes. We are shy in our social activities because we have had but few opportunities for social contacts with people of our own age. We believe that "all men are created equal" because

we play with children of all races, nationalities, and religions in our schools. *We are different because of the forces that have been operating upon us since our birth.*

These differences that make us unique should be considered valued attributes rather than blemishes to be hidden by a cloak of conformity. In a democratic society, individualism is a value that gives to any man the dignity accorded a king. From the totalitarian societies of the Pharaohs in ancient Egypt to the dictators of modern Europe, ruthless leaders have sought to force men into the mold of conformity. The failure of countless totalitarian efforts and the continuing evolution of a democratic philosophy is one of the most significant forces in the long history of mankind. This philosophy of individualism needs to be nurtured constantly for there are always individuals and groups that seek to subvert this philosophy to their own selfish ends.

In a democratic society, individualism is respected rather than feared, but this does not mean that each of us needs to be different. Many of us are more comfortable being like others. We find in similarities a strength that we cannot find as individuals. We join groups to be with people like ourselves, we buy new clothes to be in style, and we read popular books because others are reading them. By choice we are non-conformists or by choice we conform. To respect differences and similarities is part of our democratic heritage.

The limits to which we can be different are generally set for us by the society in which we live. In the United States we drive on the right hand side of the road and if you chose to be different by driving on the left hand side an accident and a traffic ticket would be the probable consequences. In England, traffic moves on the left hand side of the road and right hand road drivers would also find their individuality restricted. Many of the limits upon our individual desires are set by law, but more are set by community customs.

The limits to our individualism are constantly expanding as the force of modern technology and education break down barriers of tradition. Fifty years ago women were not accorded the right to vote, were restricted in choice of occupation, and had limited recreational opportunities. Today women not only have the right to vote, but their vote is considered very important by the politicians; they engage in all types of recreational activities from baseball to polo; and with educa-

tion and training, women can qualify for almost any type of position.

Human values are individual values. They are planted, grown, and harvested in fields that have been fed by the history of mankind. We know, however, that some seed, soil, and care yield a rich abundance; while other seed, soil, and care yield only the barest of crops. The richness of the yield for individuals will depend upon the seed, the soil in which it is grown, and the care which it is given.

Values Are Learned

When the newborn youngster of seven pounds ten ounces comes into the world of the nursery it comes without any awareness of right or wrong, good or bad, black or white, friend or enemy. By the time the newborn is grown and ready to graduate from high school, behavior patterns have been impressed by family, friends, teachers, clergy, television, and many other tangible and intangible elements in the individual's daily existence. Right and wrong, good and bad, black and white, and friend and enemy became firmly entrenched concepts that now can be associated with a certain Miss Robins or a certain Mr. Newton.

Each of us is the product of:

1. Our heredity
2. Our experiences with
 - a. our family
 - b. our circle of friends
3. Our cultural environment
 - a. the place where we live
 - b. the income of the family
 - c. the recreation that we enjoy
 - d. the attitudes of the family and the community
 - e. the school that we attend

Biologists tell us that chromosomes are the determiners of such physical characteristics as color of eyes, shape of body, and size of the body. While the extent of hereditary influences on the individual are not fully understood or known, there seems to be little doubt but that one's parents and their parents and their parents before them are a part of a genetic process that acts as determiners of individual traits.

While there exists considerable agreement that hereditary influences do determine our physical differences, there exists considerable disagree-

ment as to the extent of this influence on other traits, such as "intelligence." Everyone seems to agree that there is such a thing as "intelligence," but the opinions as to how it comes into being differ greatly. It is probably a good guess to say that individuals are born with varying capacities for mental activity and that this capacity is either developed or retarded by the environment in which it grows.

The physical size of the individual, the color of the hair, the capacity for mental activity are all fundamental parts of the person and clearly influence what he does and thinks. It is not possible to say that all small people compensate for their smallness by aggressive actions or that all fat people are jolly. It is possible, however, to hazard a guess that the physical and bio-chemical characteristics of individuals do make a difference in the ways that they act and the values that they hold.

When considering the influences that shape human values it is necessary to look very carefully at the family group and its mode of existence. The newborn comes into a family as either the first born, the second, the third, or the last. The position of entrance into a family may well determine the treatment given to the youngster which in turn will influence the attitudes of the child. There has been much written about the problems of only children, the oldest child, the youngest child, and even the middle child. While it is true that special problems may arise because of position in the family, it does not follow that every only child or every youngest child will have those problems. *The types of problems encountered by children will depend to a large extent upon the manner in which youngsters are given the chance to grow.*

Position in the family is only one small element in a system of complex variables any of which may determine the way that we behave. Do our parents get along well with one another? Do our parents favor one child at the expense of the other? Do our parents have enough time to devote to us? Do our parents have enough income to provide the necessities of life for us? Do our parents act independently or are their actions governed by their parents and other relatives? Do our parents set desirable examples that we can copy? Do our parents understand the role that they must play in satisfying our psychological needs? Each of the questions that has been posed may be answered in many different ways;

the kinds of answers that are given reflect in the values that each of us has.

As the child grows, the circle of his environment grows, and with it the circle of his influence. The pre-school youngster knows his parents, brothers and sisters, some of his relatives, and some friends on the block or at the nearest farm. While the pre-school child probably has seen many others, and may even have a nodding or speaking acquaintance with them, it is not correct to assume that these others exert any major influence on his way of doing things. When schooltime comes, the environmental circle expands to include his schoolmates, teachers, and others in the immediate neighborhood. From grade one until high school graduation the circle continues to expand. While the influence of friends upon the first grader may be limited, the influence of friends upon the senior in high school may almost be limitless.

During the period from kindergarten through high school graduation the influence pressures of parents and friends upon the individual fluctuate a great deal. The manner of fluctuation will depend upon the extent of agreement or conflict that parents and friends have, and the behavior pattern of the individual over the years. Some boys and girls are so controlled by the home that friends may never actually exert a great deal of influence upon them unless some crisis arises. All of us are aware of the adolescents' quest for independence, a quest that can be accomplished in an intelligent manner or a quest that can be hampered by serious family conflict.

Our family and our friends shape the values that we hold, by providing opportunities for us to participate in a vast assortment of experiences. The farm boy learns the value of crop rotation by watching and listening to his parents and by viewing special farm programs on television, while the city boy learns about the importance of a drill press because his father works at an aircraft plant. Our food likes and dislikes, the way that we cut our hair, the kinds of clothes that we want to wear, the activities that we think are fun, the manner of our speech, the attitudes toward people with religious beliefs different from ours, the respect which we accord others—all of these come to us largely because of the experiences we have with family and friends.

The experiences that our family and friends are able to give us are to a large extent determined for them by the cultural environments in

which they have lived. A cultural environment is the community in which we live and the way that we live in that community. It is the schools and the churches, the civic organizations and the social groups; it is the farms and the towns, the shopkeepers and the professional personnel; it is the libraries and parks, the taverns and the drug-stores; it is all of those things that we see all around us.

The way that we live in the community is equally as important as the community itself. It is where we live and the kind of house we call home; it is where we work and the position that we have there; it is the way we receive our income and the amount of income we have; it is the opportunities for recreation and the way we use them; it is the friends we have and the things they do; it is what we do with what we have around us.

An understanding of the cultural environment is important for an understanding of the development of human values because groups coming from different cultural backgrounds are likely to have different sets of values. It is very possible that a farmer may inculcate his family with a high sense of individualism and a dislike for labor unions, while the member of the C.I.O. will give his children a feeling for the cooperative action of labor unions and a dislike for the efforts of rural communities to control the legislative branch of government. The values each of these families holds has to a large extent been determined for it by the cultural environment in which it resides. Neither the farmer nor the laborer may be all right or all wrong; they are expressing attitudes that are a part of their environmental orientation.

With the advent of radio, movies, television, rapid transportation on the highways, and the bringing of farm and town students together in the schools, the limited cultural environment of the past is showing signs of disintegration. Although some of the old problems are beginning to disappear there are still many socio-economic problems existing that continue to create differences in the cultural environment. There will always continue to exist differences in the cultural expectations of human beings because of the way we live and where we live. These differences need to be understood for they are a fundamental part of the social process.

Foremost among the agencies especially delegated the job of inculcating the young in the ways of society is the school. This job varies from com-

munity to community, but it still is concerned with helping youngsters develop a generally acceptable value pattern.

Processes by Which Values Are Learned

The values we get from our family, friends, school, and community are modified, enforced, or radically changed by each of us. The process of value development probably has three main divisions:

1. Our imitation and identification with models
 - a. father or mother
 - b. brother or sister
 - c. friend
 - d. movie, radio or television personality
 - e. our local "hero"
 - f. character in a comic book or novel
 - g. teacher
2. Our experiences which meet with success or failure
 - a. in the home
 - b. in the neighborhood
 - c. in the school
 - d. in the community
3. Our exposures to indoctrination and education
 - a. in the school
 - b. in the church
 - c. in community organizations
 - d. in the home

Lee J. Cronbach in his book on *Educational Psychology** indicates clearly that the learning of attitudes is closely related to the imitations and identifications that we all make as we grow.

"The child's first identification is with his parents. Parents minister to the child, increase his happiness, and take care of things that go wrong. The child generalizes his gratification into respect for the parent's wisdom, desire to be like him, and desire for his love in return.

"By the age of five, playmates and older members of the family are frequent models: 'Johnny showed me how to ride the scooter' or 'Why don't we have the sort of cake I had at Johnny's house?'

"Adults outside the home are also identifying figures. The child comes to admire adults

*Cronbach, Lee J., *Educational Psychology*. Harcourt, Brace and Co., New York, 1954. pp. 313-14.

who, like his parents, help him and give him affection. Most children see their first teachers as wonderful, the keeper of uncounted delightful surprises. So powerful is the teacher's hold that soon her views are quoted at home in arguments against the once infallible parents. Children differ in the firmness of their loyalty to the teacher. Some pursue the teacher's example in all things, transferring that loyalty to later teachers so clingingly that they are estranged from their peers. Others accept the attitude from home or peers, or out of unpleasant experience in school, that the teacher isn't 'one's own kind.' Some of them identify with figures accepted by the whole community (the business man, or a skilled craftsman in the neighborhood); others follow leaders whom their pals admire, but whom the community as a whole would not call respectable.

"With reading, movies, radio and direct contact broadening his knowledge of people, the older child has a much wider choice of identifying figures. Children in the age-range eight to twelve show strong identification with the Lone Ranger, Abraham Lincoln, Joe DiMaggio, Robin Hood, and so on. Jesus becomes an identifying figure to many children. Such identifications become a basis for vocational choice, for political attitudes, and for moral standards."

To a large extent the model pattern is set early in life and each succeeding model tends to reinforce previous models. The same model will not influence every boy and girl because each one has developed a unique pattern as a young child and later identification comes to those things that will give satisfaction. Teachers frequently play an important model role for youngsters. It is for this reason that a school system should have many types of teachers so that adequate model figures are available. Of course, the teachers selected should meet the standards of character and professional preparation set up by the local district. The school can assist the youngster in securing appropriate models for identification purposes by providing students with a wide range of experiences.

While many of our values are formed as a result of imitation and identification, not all of the things that we see as youngsters or adults do we want to imitate. We imitate many different

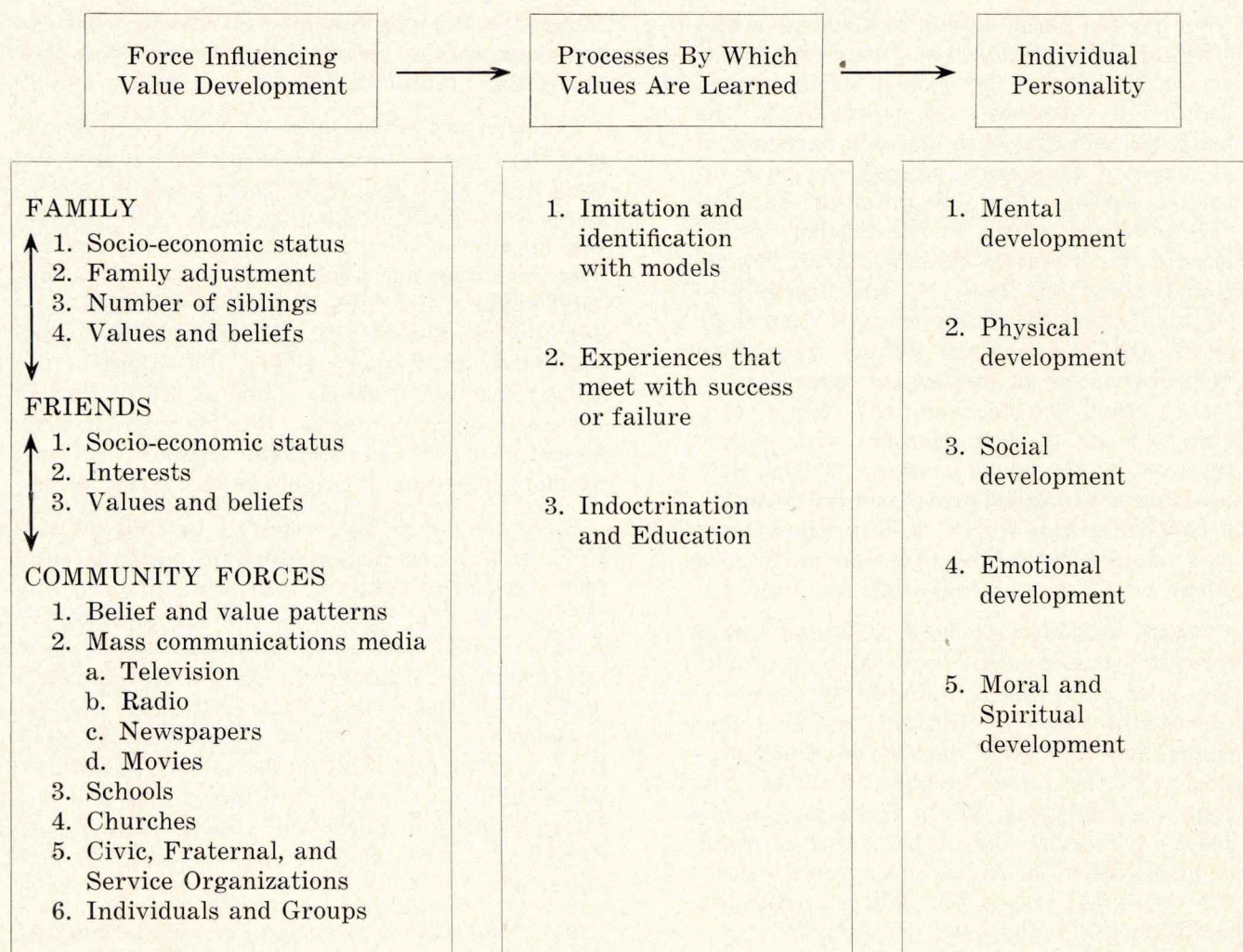
things, but we only continue to imitate a pattern or a person when our efforts are rewarded or they secure the attention which we are seeking.

Children are encouraged to wash their hands, play the rules of the game, respect the policeman, respect parents, and develop interest in school. These values are instilled in children by parents who approve of the things youngsters do that support the values and disapprove of the things that don't support the values. As was explained earlier, this can become a complicated problem when the values of the parents and the values of the school are not similar. This is often true in schools that enroll a large percentage of students from the lower socio-economic classes, for most teachers have middle socio-economic class values.

Since the psychologists tell us that all individuals require certain satisfactions such as love, security, and recognition, we can understand why the value system we live by is determined by the rewards which we receive from parents, friends, and teachers. We learn to act in certain ways because it is easier to get along that way and because others will approve of our actions. It needs to be re-emphasized that under certain conditions, when the proper actions fail to get approval and recognition, individuals will engage in activities that secure attention even if they don't secure approval.

Lest we become discouraged about the manner in which values are formed we need to understand that indoctrination and education also have an important role to play in the formation of values. The influence of the minister, teacher, boy scout leader, and Legion Post commander may not always be evident, but it exists. Our schools spend a great deal of time attempting to help boys and girls understand the values that are inherent in the American way of life; the minister through sermons and actions seeks to stimulate the values associated with a religious way of life; the boy scout leader encourages the development of values related to the natural values; and the commander of the American Legion encourages the promotion of patriotic values.

The means by which the indoctrination or education are undertaken are not always the same nor do they achieve the same results. In the schools we believe that through the learning experiences we provide, students' values associated with the democratic way of life can be promoted. If the learning experiences are designed to en-



courage the development of attitudes, interests, and appreciations rather than just mechanical rote learning it is possible to actively educate for human values.

Value instruction is not limited to a few classrooms or an occasional lecture on "good manners." It needs to be an integral part of the total school program from kindergarten through high school. It is a program that should permeate all classrooms and all school activities. It is a pattern set by the school board reflecting the values of the community. It is inherent in all of the activities of the administrators and his staff. It is vital to all phases of all school and community concerns.

These Forces Affect Our Values

Human values are the standards that guide our every action. They are created through the interaction of three major forces upon the individual; the relative strength of each force may vary from individual to individual. The pattern of value development and the forces that are involved in this pattern as discussed in this chapter are illustrated in the above chart.

Schools as an agency of the community have been delegated a large share of the responsibility for helping the youth of the nation develop a set of human values appropriate to a democratic society. The responsibility is great, the challenge unlimited, and the reward is a society dedicated to the welfare of mankind everywhere.

PART TWO

VALUES AT WORK IN THE CLASSROOM



In the Democratic Classroom a Feeling of Freedom Prevails

As implied in Part One of this publication, human values include all those things for which we are willing to work and which we want and need. These values cannot be separated one from the other for they are interwoven in each one of us. We *do* set them apart, however, in attempting to describe and evaluate them. Obviously, the stress on human values in our Iowa schools should be upon things which help the individual to build a sound sense of personal worth and an ability and eagerness to serve well the society in which he lives.

In the broad sense, human values may be grouped into several large categories: physical, intellectual, social, emotional, and moral and spiritual. Perhaps, they may be thought of as five spokes in a wheel which represents well-rounded human development.

Physical values include food, clothing, shelter, warmth and recreation—all those material things which enable people to enjoy life more fully. Intellectual values relate to the way we think and are measured by our knowledge, wisdom, and educational maturity. Social values are those which help us to be more at ease and effective in our contacts with others. Emotional values relate to the way we feel about things. In a sense they reflect the effect the other values are having on our lives. These emotional values are characterized by such terms as happiness, stability, and hopefulness.

Emphasis on Moral and Spiritual Values

If any of these *five interlocking classifications of values* is emphasized in this Iowa handbook it

is probably that of moral and spiritual growth. Perhaps these moral and spiritual values can be differentiated from other human values in that they are more specifically pointed toward the refinement of life and the bringing of everyday living into accord with what we in America deem essential in our democratic culture. In turn, our democratic culture implies three main conditions about moral and spiritual values: (1) personal freedom in attaining these values, (2) responsibility for the development of these values in ourselves and others, and (3) respect for values held by others that may differ from our own. The young people in our schools should be given freedom to experience and practice these values for through such experiences and practices the individual becomes a responsible and moral-type of person.

Moral and spiritual values, although the specific choices may differ with individuals, include many things. They can be described in many ways. Probably there will be a substantial agreement that the following values are needed in the development of a healthy, well-rounded person: (1) a sense of *decision*, which might include such things as judgment and courage, (2) a sense of *fair play*, including honesty and sportsmanship, (3) a sense of *autonomy*, the understanding of self, (4) a sense of *achievement*, (5) a sense of *goodwill* or *friendliness*, (6) a sense of *honest workmanship*, (7) a sense of *self esteem*, (8) a sense of *social obligations* and the satisfactions of meeting them, and (9) a sense of *reverence*.

Of course all human values are not pointed out in the above statements nor would it be possible to include them in their entirety and with all their implications in a publication which is necessarily limited in scope as well as being limited by the knowledge of the personnel who produced the publication.

Sources of Human Values

It is important, however, that Iowa teachers recognize some of the major sources* of human values and are familiar with methods for their implementation. The young people in our schools will gain their own personal values from many sources; family, friends, teachers, radio, television, movies, literature and the like. It is most important for us to recognize that values are

*The sources of human values are discussed from a somewhat different point-of-view in Part One.

learned and those which people are most likely to accept and practice are the ones which are approved and accepted by the society in which the person lives. If this be true, the importance of the school in setting up the right kind of a school climate appears evident. Furthermore, it seems fairly clear that the school has a correlative responsibility—that of promoting in the home and community the type of conditions which will cause the generation growing up to cherish and hold fast to those values which make the individual and the world in which he lives strong, durable, challenging and hopeful.

The real formation of moral and spiritual values comes through the association of certain behavior with the love or approval of parents especially, and this process goes on through life. As the individual grows and matures, he not only requires the approval of his mother, but also his father, teacher, other adults and agemates. In general, the child learns to value those things which win for him love and approval. These values become in time just as deeply rooted in the individual as do his values related to food and warmth. *Often a person, even a child, will go without food and even endure pain and cold for the sake of some more spiritual-type value in which he believes.*

In addition, human values may be formed through reasoning and reflective thinking. Some people analyze behavior, reflect and think through different possible consequences, and then make a decision which guides their action. In other words, they look to see if a certain principle in which they believe has been applied and if the decision will be in accord with what they feel is right.

In our public schools we find pupils of many religious faiths. Our educational philosophy, however, has not been one of attempting to define and use any one religious creed, but rather to develop an appreciation of all religions. This has been possible because of the basic similarities in religions throughout the world. One example of this similarity is found woven in most religious philosophies—that is, “to be kind and good to your fellow men.”

As stated earlier, the child learns and gains his values first from his parents. Parents are the first to induct a child into the realm of values of the spirit. Later, the child learns through experience that moral rules are necessary and useful in any social enterprise, from that of playing games to

being a good citizen. As he grows, the child becomes aware that he must make certain choices among his values and be able to abide by his decisions. This stability is very slow at first, but as the child becomes older—middle to late childhood—he is much more discerning in his choices. The values which a child finds acceptable to others have most often evolved from our Judeo-Christian religions. And this, of course, is consistent with our American, democratic culture.

Teachable Moments

One important guidepost in the teaching of human values is that there seem to be special times in life for their achievement—*teachable moments at which the best learning may take place*. As an example, a pre-school child may not do a good job of choosing between right and wrong. It is not until he is in late childhood or early adolescence that it becomes extremely important that he be able to make a choice between what is right and wrong and abide by that decision.

Human values do not develop by a single emphasis, but by a developmental program, grade by grade. In other words, these values gain in momentum and strength as a person grows older. By adulthood, a mature individual has done a good job of choosing his values, has become pretty-well stabilized, and is normally able to adjust his life to those values. It is a mark of maturity, however, that growth continues and new and better values are sought. The really mature person will never crystalize his pattern of values. All in all, becoming a really mature person is a never-ending task.

The problem confronting a teacher is one of deciding how effective teaching can be done incorporating desirable values. Certainly teachers would want to develop such values as consideration of others, friendliness, helpfulness, willingness to volunteer to do one's bit, and cooperation in projects and activities. On the other hand, neglect of others and the values they seek, unreasonable prejudice, unkindness, and superiority feelings, should be discouraged.

Perhaps acceptance of self and others should come first, that is, be the starting ground for developing moral and spiritual values. For without a reasonable acceptance of self, a genuine acceptance of others can hardly be expected. *As long as one person has decided his values and knows*

that they are acceptable to our society, he can more readily accept another person and his values with friendliness and understanding.

The Important Role of the Teacher

Acceptance of self brings us to the very important role of the teacher. The effective teacher has a well-defined code of ethics, with much deliberate experience in developing his own values. He realizes a responsibility for developing a high level of human values in his pupils. His attitude is one of understanding and acceptance of all people—parents, students, co-workers and administrators. He is more than the proverbial "good example" because he believes and lives, not just pretends his moral and spiritual values. He does not antagonize others for holding values dissimilar to his own. Rather, he attempts, through his teachings, to help young people *themselves* see the weaknesses and strengths in the values they are forming. The pupil who comes from a home having values inconsistent with our democracy, is not coerced to reject his family; rather he is helped to see if those are the values he really wants to have.

The teacher is not the judge or the attorney, only the counselor. He enables the pupil to grasp the idea of having well-chosen values and to see how these values affect himself and the people with whom he must live.

The Nature of the Democratic Classroom

A reasonably permissive classroom atmosphere may be characterized by opportunities for children to express themselves freely within the limits of their maturity and sound judgment. There is an easy but *controlled* feeling existing among the children, with firm but friendly guidance by the teacher.

The classroom which encourages the development of sound human values provides for excellent rapport between pupil and teacher. When the class goals are planned cooperatively by the teacher and the pupils, group unity develops and each individual feels his personal worth. Group feeling also results in acceptance of self and in turn the acceptance of others. Each member knows and feels his responsibility to the group; thus, there is a constant interchange of discussion and activity. Each person maintains his own values, tempering them, if necessary, for the well-being of the whole group.

A good classroom scene might be described somewhat as follows: it has moveable chairs which can be arranged in a circle or group. The teacher frequently sits with the children in a circle—not at a desk. A feeling of freedom pervades. Each one is accepted and knows that he is free to express his feelings and opinions. Furthermore, he knows that it is his responsibility to assume a part in the discussion.

The teacher is not necessarily the discussion leader; one of the pupils may well assume this role. All views and opinions are listened to as the teacher helps the group, by questions and comments, to clarify their thinking and develop direction in their discussion. Sometimes he stimulates the group to take action and to make a decision.

From the above description, the following characteristics may be considered as part of a permissive classroom atmosphere:

1. **Physical freedom** given by the moveable chairs.
2. **Emotional freedom** given by the acceptance of each person's views and opinions, and by the creation of security through the feeling of being one of the group.
3. **Intellectual growth** attained by careful, constructive direction in the solution of problems.
4. **Close teacher-pupil relationships**, maintaining independence of thought. This positive approach to a permissive atmosphere will help to eliminate such negative conditions as:
 - a. Neglect of others and the values they seek.
 - b. Feelings of superiority.
 - c. Overdependence on others.
 - d. Selfishness as shown by non-acceptance of other's views and opinions.

Many classroom experiences can, of course, be good settings for developing the values we seek. There are, however, some situations which seem to be more suited to this purpose; for instance, laboratory work, field trips, and supervised play activities. In these situations, pupils share a common experience and the opportunity for working and learning with others. Many moral and spiritual values also emerge during discussion periods. It would seem, then, that every teacher, in order to promote the development of acceptable values, must provide and be skilled in the technique of group discussion.

Other Useful Techniques

As suggested above, there are many techniques and classroom situations which may be useful in the promotion of human values. In general, these situations and techniques involve extensive pupil participation and provide for varied interests. The teacher gives well-planned guidance, but refrains from being too dominant a figure. Within the limits of the pupils' ability to plan and direct their own activities, the teacher strives for a permissive classroom atmosphere.

During the past few years, there has been an increasing emphasis upon the following techniques:

The Sociodrama:

The *sociodrama* seems particularly useful in helping children understand their own actions as well as those of their classmates. The essence of this technique is that children assume personal roles (called role playing) in a problem situation. These roles are dramatized, as they feel the character which they portray should act. For instance, one fourth grade group tackled the problem of corridor cleanliness. The children noted that carelessly discarded gum wrappers, crumpled paper, and the like had created quite a bit of extra work for the school custodian. In trying to help solve this problem, by means of the sociodrama, one youngster took the role of the custodian, another the role of the principal, and two others the roles of typical fourth-grade children. Through "acting out" these several parts, they came to recognize how the principal and the custodian must feel about littered corridors.

The "child principal" voiced an opinion that the school and the people in it were often judged in terms of neatness and order. The "child custodian" made it clear that "he" had a great deal of work to do without the added job of picking up after the many children in the school. Through this act of role playing, the children developed attitudes toward school building cleanliness that could hardly be achieved by the ordinary classroom discussion or teacher lecture.

When the pupil takes the role of himself, this technique is known as the *psychodrama*. It is particularly useful when the teacher feels that a given child might be better able to understand his own behavior if he dramatized it through role playing.

For a more thorough discussion of the sociodrama, reference should be made to *Explorations*

in *Character Development*, page 15. (See bibliography.)

Teacher-Pupil Planning:

When teachers and pupils plan together, a permissive atmosphere and wholesome cooperative relationships are likely to develop. Many elementary teachers have a definite time at the beginning of the day when they and the pupils look over the schedule and plan for any necessary deviations. In general, however, teacher-pupil planning is likely to take place at any time during the day. Sometimes it involves the whole class; sometimes only a small group; and frequently this planning is in the setting of an individual conference.

The heart of this technique lies in teacher respect for the good judgment of his pupils. Often it involves more actual teacher preparation outside of school hours than does the more directive teacher assignment. But, if young people are to develop skill and confidence in making right choices, opportunities for helping decide and judge the value of their classroom experiences must be provided. Of course, the degree to which they participate in this teacher-pupil planning relationship will depend both on their maturity and good judgment.

Cut-Off Story:

The teacher can often gain a better understanding of the children by using the cut-off story. "In practice the teacher selects a story of interest and *significance* to the children. It may be related to incidents that have occurred in the classroom or to common needs of the pupils. The story is read up to a point where some decision is necessary or some problem must be solved. Then the solution is thrown open to the class for discussion. The children will then identify themselves with the characters and explore their feelings about situations."* This will reveal the children's feelings and reactions to the characters and situations in the story. Oftentimes, the cut-off story will give the teacher special insight into the nature and problems of individual children.

The Problem Motion Picture:

An increasing number of films are now being produced that are designed to stimulate class discussion of situations that most children meet in the process of growing up. These Problem Motion Pictures "dramatically depict an incident,

show the events that lead up to the problem and portray the feelings of the participants." However, these films usually do not give the answers to the problem situation which they have developed. Instead, the picture usually ends by raising a series of questions that the class should discuss. This technique for helping young people develop a clearer sense of important values seems to be on the increase, in both elementary and secondary schools. A number of such films are available for rent at the University of Iowa and Iowa State College film libraries.

Buzz Sessions:

Buzz sessions have good possibilities, especially at the junior and senior high levels. Frequently, a class would profit by having each member contribute ideas, but many pupils are hesitant to speak up in a larger group. The buzz session is a technique for drawing out all members of the class. This is done by dividing the class into small discussion groups, from each of which a reporter is chosen to summarize the thinking of his group when the small groups return to the large original group.

Dialogues:

Dialogues may be presented by two people who will suggest possible solutions to a problem. The class listens as the dialogue is being presented and in some instances may find it advisable to take notes. After the dialogue has been completed, class discussion will carry on from this point. The two members who presented the dialogue may serve as co-chairmen of the discussion, or a chairman may be selected from the listening group.

Symposiums:

In the symposium, several people give carefully prepared, short reports dealing with important aspects of a given problem. The symposium has a chairman who presents the speakers and leads a follow-up discussion. The symposium combines the advantages of prepared reports with the advantages of the more informal panel discussion.

Panel Discussion:

A panel discussion is a rather spontaneous form of informal conversation which is related to a problem of concern to the group. The panel usually consists of from three to seven members, depending on the range of personal viewpoints desired. In the panel discussion, the chairman states the problem and related issues emerge in-

*From *Explorations in Character Development*.

formally from the panel group. Unless the panel members have thought their general plan through together, in advance of the discussion, the panel may be rather hit-or-miss in nature. However, a good chairman, who has planned well in advance, will see to it that the panel members keep their comments related to the subject for discussion. Caution, too, needs to be taken so that an individual member of the panel does not monopolize the discussion. Frequently, members of the listening group are invited to comment and ask questions following the presentation by the panel itself.

Resource Persons:

Resource persons are called upon to supply the class with information and points of view on which they are particularly qualified to talk. The resource person may present his ideas in lecture form, but is especially useful in answering questions in connection with his particular field of specialization.

Tape Recordings:

More and more teachers are taking advantage of the many uses of the tape recorder. In a program for building human values, the tape recorder may be used in two important ways. In the first place, the tape recorder may be used as a means of obtaining interviews with people other than members of the class. For instance, a minister might be interviewed regarding a certain moral problem with which the class was concerned. This taped recording would then be brought back to the classroom and thus serve as a stimulus to the thinking of the group.

The tape recorder also is valuable for use directly in the classroom. Here, an informal class discussion may be placed on tape and played back to the class. In this instance the members of the class may have a chance to evaluate what they said and the manner in which they presented their ideas. In a similar fashion, the dialogue, symposium, panel discussion, and informal dramatization may be taped for subsequent playback to the class.

It would be interesting for any class to present their ideas at the beginning of a study of a problem, and then to tape their conclusions after they have had a change to study the problem with some degree of thoroughness.

Assembly Programs:

One of the most underrated avenues for developing important human values is the assembly pro-

gram. The contributions of the assembly program, however, depend measurably upon the way the program is conducted and its purpose. We need to ask such questions as: Does the assembly program give all of the pupils opportunities to appear and develop the human value known as poise? Are the various parts of the assembly program of interest and significance to all of the pupils in attendance? Does the assembly program, by-and-large, capitalize on the regular classroom work of the school and thus, in a sense, become a "sharing type" program? As stated in the 1954 Yearbook of the Association for Supervision and Curriculum Development* (Page 213): "The assembly offers many unique possibilities for student growth. Among these are town hall meetings illustrating the work of the student council, forum discussions on national and international issues, and opportunities to hear artists or speakers of outstanding ability. Whatever is planned should be judged by its contents and by the opportunity afforded students for participation."

Constructional Activities:

Teachers, of course, should see to it that their pupils develop excellent study habits and learn how to get information from their books. There is, however, a great deal to be said for the development of *personal creations* in the building of many important personal qualities. In other words, there is high "self-reference" value in constructing something of quality that one can see and feel and hold. Through such productions, pupils may develop such qualities as self-assurance, respect for honest workmanship, and joy in doing something that is original.

In Summary

Human values are always at work in the classroom. The quality of these values and the degree to which they become a genuine part of our pupils' lives depends, in large measure, upon the kind of learning environment which the teacher is able to develop. This desirable classroom environment, in turn, will depend upon the teacher's awareness of pupil needs, and his ability to provide the kinds of experiences which lend themselves *constructively* to the promotion of the right kind of values.

*Available from the National Education Association, Washington 6, D. C.

PART THREE

DEVELOPING HUMAN VALUES IN THE PRIMARY GRADES



Successful Emphasis on the Building of Human Values Becomes a Way of Life

The competent primary teacher regards the need for strengthening human values as important as the development of academic achievement. In fact, these are not considered as separate, but areas of growth that develop simultaneously.

The sincere, understanding teacher doesn't give up, even in the face of negative readiness because of home environment or community influences. Instead the good teacher has a deep concern for creating an educational climate that will promote the best of human values.

Successful emphasis on the building of human values becomes a way of life. Through partici-

pation in democratic living and with wise teacher leadership children can learn how to plan and work with others, to share responsibilities, to give unselfish service, and to develop self-discipline.

What Primary Children Are Like

When five-year-old Billy and Sue come to the kindergarten for the first time they enter a big, new world. They, like others, may enter it with confidence and eagerness; they may be afraid and uncertain; or they may be indifferent. Along with their differences in attitude, they bring to kindergarten differences in mental ability, social readi-

ness, physical development, and emotional stability. These are the differences that were created by nature, and the environment of home and family during the first five years of life.

Along with the differences there are patterns of behavior and growth that we call typical for the youngster in the primary grades. These typical patterns can be described and these descriptions are useful to the teacher for they enable her to better understand the children she teaches. The good teacher knows that within a typical pattern of development a great deal of variability exists and that the typical pattern *is not* a rigid mold into which all children must be cast.

The teacher working in the primary grades recognizes the necessity of starting with pupils at their own level of ability and working toward attainable goals with well-prepared plans of instruction. No youngster is considered inferior; each is given the opportunity to capitalize on family and community experiences; each is encouraged to build personality strengths and eliminate personality weaknesses; and each is helped to master the tasks of early childhood.

These developmental tasks of the primary age-level youngster are varied and include:

1. Learning to use the large and small muscles of the body.
2. Learning to use language to express ideas, feelings and needs.
3. Learning the rudiments of the fundamental processes.
4. Learning a self-role and placing less reliance upon adult direction.
5. Learning how to develop friendships and to get along with one's own age-group.
6. Learning basic cultural values.

Recognizing the influence of the child's background, the characteristics of primary-age development, and the tasks that need to be accomplished, the teacher can then plan intelligently for each youngster.

The younger primary grade pupils have an urge to action and may be still for only a short time. They are interested in activity, not the result. They have developed a sense of equilibrium and can stand on one foot, hop and skip, keep time to music, and bounce and catch a ball. They like to climb and jump.

They are becoming self-dependent. They can brush their teeth, comb their hair, dress themselves, and by the end of this period they can tie

their shoe laces if they take their time. The primary grade youngsters can abide by certain safety precautions; cross streets on signals; keep toys from underfoot; avoid hot radiators, stoves, and food cooking.

The kindergartner thinks of "good" or "bad" in terms of specific instances. Something is "good" or "bad" as it affects him. Other things are "good" or "bad" because the teacher evaluates them as such. Or, most likely, some things are "good" or "bad" because mother or dad point them up as "good" or down as "bad".

The kindergarten teacher must be careful to always "practice what she preaches" as boys and girls will attach specific meanings to the human values they observe practiced in the classroom. Even at this early age, they will sense benefits from their teacher's actions. The teacher must never forget that her example may enhance or retard the development of worthy human values.

Written records of each pupil's pattern of individual growth while in kindergarten, and the kind of home experience they had before entering school, will aid the first grade teacher. She needs to understand the particular needs of individuals in order to contribute to whatever successful development was made in kindergarten.

Human values at this level must always be explained in such a way as to clarify a problem. Where discussion, illustrative stories, dramatizations and rules fail, the teacher can become effective with individual pupil-teacher conferences. Talking about the value at hand will help the first grader to understand better what his feelings are about it.

First graders feel competition strongly, they boast about their families, their possessions, and "What I can do!" They need help in realizing what it means to be truthful. A skillful teacher will bring them back to the "here and now" with some understanding comment when they wander from the truth. The need for wholesome competition can be met through group games and activities.

First graders need to know the right things to do as a matter of routine. But this routine should not be so rigid that it leads to stagnation of individual creativeness.

Children in the second grade may become highly sensitive to what on their level of thinking is "fair." The teacher can use the many occasions that arise to promote their acceptance of stand-

ards of fair play by which each can guide his own conduct.

A seven- or eight-year-old will fight for his rights. He will see to it that the property rights of others are observed. When teachers become aware that some of their pupils need to understand what property rights are, they should begin the needed development with illustrations that clarify the problem—"things are ours when we buy them or when someone gives them to us."

Second graders are easily disturbed by what others think of them. They will sometimes tattle on others as they try to get their teachers to see that even though the conduct of others is undesirable, theirs is still good. They need support and encouragement of the kind that will develop self-reliance.

Third-grade boys and girls wish to make a favorable impression upon their teachers. They can be "demons" at school and during the same time period show considerable courtesy and good behavior at home, or the "demons" at home may be "angels" at school.

Eight- or nine-year-old youngsters are neither little children nor are they quite ready to be grown up. *Their desire to achieve may create an enthusiasm that out-distances their ability.* Because of this they are likely to have many failures. They will need guidance because of their inability to accept the criticism which is apt to come.

In the third grade the boys and girls are pulling apart. Here is the beginning of gangs and clubs. It seems important to them to belong to a group. Each must have a *best* friend.

The third grader may be developing prejudices. This is a year in which to promote their interest in other lands and races. Teachers will find opportunities for this in all aspects of the program.

Pupils in the primary grades begin to see that some children do better work than they. The teacher should guide them into the acceptance that Henry can sing well, that John does good work in arithmetic, and that each boy and girl has strengths and weaknesses. The teacher should know where each excels. Each child can be encouraged to do his best and to accept his limitations.

By the end of the third grade they will understand more clearly what is meant by ownership of property, rules in a game, property rights, stealing and that "finders are not keepers." They

can be expected to know many of the basic human values that society accepts generally.

Learning Experiences Which Develop Values

There are many human values that can be developed at the primary level. The illustrations which follow are school experiences in Iowa classrooms which have developed a number of values especially appropriate for emphasis with children at this age. The reader will note that an effort has been made to have an appropriate balance in the selection of these illustrations. Teachers should be able to fill in from their own experience, and from the experience of their associates, other pertinent illustrations.

Learning to Work Together

It was the beginning of a new school year for the first graders. Some new friends were in our group and some of our kindergarten friends went into another room. We talked about the different ways we could share our ideas with others. We talked about ways to show kindness, consideration, and cooperation. We wrote little stories which the children helped to create. We drew pictures showing how we could help our room to be interesting. We made little booklets showing how we were proud of Loy because she shared stories with the class. We were glad that Dean could tell so many interesting things about the farm. We were lucky that John's father worked at the post office because we learned many new things about the mail. We made stories about the things to do after school.

We have a section on our bulletin board where questions are placed: "How can we walk in the hall?" "How can we make mother and dad proud of us today?" "Whom are we proud of today?" "What nice things did you do today?" "Do you have something to tell?" Children like to feel they have helped solve classroom problems.

Each week we make plans for extra things to do if we have done our regular work each day. We vote for a new leader and helper each week. We list on a chart the things we would like our leaders to do and the things that we have to do to help our leaders. We make mistakes but we try to learn by our mistakes.

We try to develop a room that reflects the character of our work. We try to develop creativeness, establish self-confidence, and learn how to

accept suggestions. We develop reasons for learning things. We try to show our parents, classmates, and friends what we are trying to do in our first grade class.

We had a "Corn Program" for our parents and friends at an assembly. We took walks to the neighborhood stores, and visited the post office. *We are learning to work together.*

Developing Maturity in Group Planning

Through participation in classwork planning, second grade pupils learn how to plan with others, to form group decisions, to share responsibilities, to help others, and to develop individual insight.

We begin our school day when two children, chosen by the group, bring the flag to the front of the room. The children all join in saying the Pledge of Allegiance to the Flag. All work that has been started at "Interest Centers" is stopped and the children stand quietly when the flag is carried to the front of the room. If a child is tardy he waits until the children finish the pledge and sing one of these three songs: "There are Many Flags in Many Lands," "America," or "God Bless America."

After these rather formal opening exercises we meet as a group at our regular planning board. I fill in certain times for special activities if they require special arrangements. The children usually plan the order of the reading groups first. They have discovered through experience that this is the only period of the morning long enough for four reading groups. They like to finish all four groups before having a play period.

The children decide what the other three groups will do independently while I am working with a reading group. These groups work at drawing, creative writing, and they even decide what type of work sheets they may need to use. These decisions are designed to help them recognize their own mistakes. The children learn to evaluate in such a way that they know what is needed to be worked on. (This lessens the likelihood of some children finding free activities always more appealing than worksheets. It also creates a more honest checking and evaluating situation.)

The children decide what "Interest Centers" they will work at when work-type materials are completed. They may go to the Library Center to read. Some may choose to go to the Art Center where they may do paper construction, individual or group paintings, work with clay and other creative art materials. They may go to the science

table just to look at specimens brought in by the children or at times they may do experiments that have been demonstrated during a regular science class. They may go to the Number Center to play number games, work with measuring equipment, play store, work with tens and ones, etc. They may go to the Creative Writing Center to tell a story on paper or they may choose the School Center where they find games, puzzles, or permanent-type seatwork activities.

The rest of the plans for the day are more flexible. The order of planning for Spelling, Numbers, Social Studies, Creative Writing, Dramatizations of Stories, Language, Science, Afternoon Reading Groups, Music, Games, and Art changes from day to day.

We make mistakes. We often plan more work than we can complete in a day. This requires re-planning the next day with evaluation as to why we planned too much. This gives the children insight into group and individual behavior.

Children learn to respect the decision of the group. When decisions are not good we soon find out why they were not good. Many times children discover for themselves there are better ways of doing things. They often find it difficult to convince some members that the new way might be better, but children become aware of change and accept it as a basic experience in their lives.

One morning during Planning Time, Leslie, an alert but quiet-type of girl, distributed the library books she had chosen from the Bookmobile the night before for children who were reading on a primer level. She had chosen these easy reading books for the individuals well, and suggested they could read them independently. The children read the books eagerly, and I confess, I was very proud of Leslie's keen awareness of the needs of these slow learners and the way her desire to help was received.

When a group has worked on a project such as making a group painting to illustrate a story, I sometimes ask how they are getting along. They will respond with answers like these: "We did not make our animals large enough." "Lenny needs to clean up the paint he spilled." "Too many of us are trying to work at the same time." "Don't you like the way Tommy painted the clouds in the sky?" Children learn to respect the opinion of others. They also learn to give and take constructive criticism.

Standards of behavior are learned and retained through group experiences to a greater degree

than by what I say to the children or by group discussion. Through cooperative group planning, the children develop faith in themselves and the group with which they work.

Developing Consideration for Older People

One day a boy in my kindergarten class mentioned that his grandfather lived in a home with other older people. From this came the fact that, along with all the other offices, stores, and churches surrounding our school, we had a nursing home just four blocks away from our school.

The children were very interested in the home and someone asked if they could visit it. We talked about making a visit and someone suggested that it would be nice if we could do something for the people who lived there.

When it was decided that arrangements could be made to visit the home, the boys and girls started to save pennies that they had earned at home to buy something nice. In our class we illustrated a large booklet and practiced songs such as "Walking in the Sunshine," and "Hear the Song of the Robin High." On the morning of the visit the children went to a florist shop and purchased a plant with their pennies. In the afternoon the children went to the nursing home and presented the book and the plant to the "nice" folks living there. They also sang their songs.

The boys and girls had a rich experience that was rewarding to both the young and the old. They had moved one step closer to that important human value *consideration for older people*.

Developing Consideration for Our Classmates

During the school year chicken pox, measles, and the mumps keep many children out of school. Whenever one of the boys or girls is out, the class prepares a special "Get Well" folder in which they include pictures, stories, and examples of things that are being done in class. Several of the youngsters make sample worksheets that the shut-in can do while at home. Volunteers call during the course of the illness to find out how their classmate is doing.

One day, shortly after Richard returned from a siege of the measles, he remarked, "I'm glad that I was sick, I was able to get a folder. I know that I have lots of friends in school."

Building Pride in Good Workmanship

The boys and girls of my third grade class always seem to be interested in making things. They have developed sufficient skill in working with saws, hammers, and screw drivers, to permit the construction of many simple projects.

About six weeks before the Christmas holiday we talk about making presents to give to family and friends. The youngsters think it is a grand idea and we begin to plan our projects. Before any actual work begins we consider some simple rules that we will all need to follow if the projects are to be completed by the vacation period. We talk about safety, good workmanship, and the necessity for clean-up periods.

Each of the youngsters submits a plan for the project and then we decide whether or not it is possible for the project to succeed. Ambitious projects, such as building a chest of drawers, are channeled into more realistic objects such as a coat rack for sister's doll clothes. Frequent evaluation periods help us work to the best of our ability. A store-bought finished project is not the goal, but a project of honest workmanship at the individual's level is expected.

In Songs There is Friendship

In my classroom there are boys and girls from many different nationalities. Singing is one of their favorite activities and the opportunities for developing a pride in self are always present.

During the course of the year we have the boys and girls from the different nationality groups teach us one native song. Whenever possible, we sing the songs in both the native tongue and in English. Frequently, after we have learned the song we invite parents to our room and we have a special nationality day.

The boys and girls whose parents and grandparents were born in the United States also have the opportunity of having a special song and a special day.

Growing in Appreciation of Our American Heritage

When Davy Crockett was made a national hero by the Disneyland program my second grade class broke out in a rash of Crockett attire and "showing-time" was an almost exclusive Crockett hour. One day we took some time off to talk about their hero and his contributions to life in the United States. I was surprised to find out all these sec-

ond graders actually did know about Crockett and the early west.

We talked for some time and then I asked, "What other American heroes do you know?" There was a moment of silence and then someone suggested the Lone Ranger, someone else mentioned George Washington, and then the suggestions began to roll out. After a long list had been secured I wanted to know which of their heroes was a real person and which was fictional. There were some arguments about fact and fiction but a division was finally made.

Ours had always been a pupil-teacher planning group and I wasn't too surprised when someone suggested that we study American heroes. The class seemed to think that it was an excellent idea and we made plans to go ahead with a project to study some American heroes.

The class made a list of the questions that they wanted answered: When did he live? What did he do? Why is he famous? Can we learn anything from him? In many instances it was difficult to get the information that we wanted but students, parents, and teachers were engaged in a hunt that produced some very interesting and worth-while material.

As a final activity the group held an American Heroes Day and invited their parents to the program.

Finding Inner Pleasure in Giving

During the course of the school year there are many drives for funds by the Red Cross, Community Chest, Polio Foundation, and others. Rather than make the fund drive a charity-giving function we spend a great deal of time talking about the cause and the work that is being done to help others less fortunate than we are.

To make the fund meaningful to the youngsters we have an "Earn a Dime" campaign. All money that is contributed by the youngsters is money that they have earned by working around the house. We list on the board the many different ways they can earn money. By earning their contributions the youngsters feel they have done something of a concrete act to help others.

Dramatization Helps Us Work with Others

The reading group was all excited. Today was a very special day, for this was the day when they were going to decide on a story for dramatization. They had been reading a book full of wonderful stories and were to choose a favorite story. Which

should it be? In the minds of some children there was little question, for they had already decided. Then they all sat down, trying hard to be quiet. Without delay, the selecting began. One by one, each child named his choice.

"The Rabbit with Red Wings," said the first one.

"The Straw Ox," said the next.

No unanimous choice for the five members of the group.

They knew that something was wrong. How could five children play the stories they had suggested when each story called for more than five players? Such consternation!

"We haven't enough to play the stories," wailed one. "Now what shall we do?"

Suggestions came from each one but as the discussion continued, it became increasingly apparent to all that a story would have to be found, one which could be played with just five children. Turning back to their books, they scanned the table of contents and reviewed the number of characters in each story. The "Three Little Pigs" satisfied their requirements; Mother Pig, the three little pigs, and the big, bad wolf. Just five children could do it.

Having settled upon the story to be played and the character which each child was to be, the children turned again to their books and re-read the story to decide just how to play it. In discussion with the teacher, the children began to see that the story divided itself naturally into a sequence of activities: Mother Pig talking to her little ones, giving them advice; each little pig seeking materials and building himself a house; the old wolf visiting each little house; and finally, the three little pigs jubilantly rejoicing after the big, bad wolf was no more.

"Let's play it now," proposed one.

"Yes, let's," said everyone.

So the play began with a zip, most of it in pantomime. Then came the questions:

"What is Mother Pig doing?" from one child.

"She ought to say something," from another.

"But what should I say?" from Mother Pig.

"Isn't there some way you can find out what to say?" the teacher asked.

"See what it tells in the story," offered one child.

So, once again, each child took his book and read that portion of the story directly related to his part. There was little direct discourse in the story, however, and this presented the problem of

translating what was being done into descriptive conversation. It took a long time to satisfy every member of the group but it was accomplished. Never was the same thing said twice in the same way. But, as they played the story and lived each part, what to say began to come very naturally, it was fun.

One day someone asked, "Couldn't we do it for the other children?"

The other children in the primary room knew what was going on; so they were delighted to learn that they might see THE PLAY.

"Are you going to wear costumes?" they asked.

Oh, dear! The children had no costumes. Should they have costumes? They decided that costumes were a necessity; but what kind of costumes? Once more there was a rush for the books, this time to consult the pictures. Simplicity marked the very satisfactory costumes evolved by each child for himself. Each little pig wore a red jacket and blue jeans or corduroy slacks, parts of his normal wearing apparel. For head-dress, he had a painted paper bag to which a small, round drinking cup, representing his snout, had been attached. The wolf's head had a longer and larger nose all painted black. For tails, a curl of pink paper pinned on in the appropriate place,

answered the little pig's needs, while the wolf had a grand, big, long, black paper tail.

Costumes suggested scenery, so the children painted a picture of each of the little pig's houses. These were held upright by being thumbtacked to small painting easels.

The dramatization of this little story which took about ten minutes helped a group of boys and girls work together.

Looking Ahead

The opportunities for the primary teacher to develop human values are almost limitless. In every subject, in every project, in every unit, in every activity, the good primary teacher will make use of the opportunities that exist.

Just as the home builds a foundation upon which the primary teacher builds, so does the primary teacher build a foundation upon which all other teachers must build. If the thirst for right ways of living and thinking is stimulated during the early school years, children will continue to seek ways of quenching that thirst for the rest of their years.

Human values are not developed by chance; they must be considered as integral elements of the total school program and every teacher must play a positive role in their development.

PART FOUR

DEVELOPING HUMAN VALUES IN THE INTERMEDIATE GRADES



Human Values Find Expression in Individual Creativity

What place do human values take when viewed as a part of the total picture of the pupils' learning experiences? Just what human values need become a part of the education of the intermediate grade pupils? Are our schools recognizing these values as an important part of their curriculum and are they providing means for the development of these values?

In reality the true goal of all learning is reached only through the successful development of these human values, as all other learning experiences of the pupil are reflected in them.

A Look at Intermediate Grade Children

The pupils come to the intermediate grades with many potentialities; physical, mental, social, and spiritual. It is the schools' responsibility to accept these children where they are and as they are—and build from there on. Each pupil should be looked upon as an individual, and through wise teacher guidance made to feel accepted and wanted.

The child at the intermediate grade level is at

an ideal age during which wholesome and healthy attitudes toward himself and others can be developed. While each pupil has an individual growth pattern characteristic of his own personality, he nevertheless passes through a sequence of stages, each of which reflects characteristics typical of most children at that age level.

As the boys and girls in the intermediate grades become more conscious of their peers, they desire the privileges others have and also learn to accept the interests of their classmates.

The age of nine is truly an intermediate age for it comes between early childhood and early teens. It is an age of extensiveness, and many meaningful orientations take place during this period.

At nine the boys and girls are getting a better hold on themselves as they acquire a new form of self-dependence. Self-motivation is a chief characteristic. They have a growing capacity to put their minds to things. It is a good age for perfecting skills in the tool subjects for they like to have their skills challenged.

The boys and girls in the intermediate grades have an interest in "getting at the facts." If they develop a passion for comics, it is often because they are seeking informational content through an adventurous medium. They are especially interested in learning detail from such sources as the radio, television, magazines, and adult conversations. Some of these children will even become deeply engrossed in such factual references as the World Almanac. Statistics attract them.

In parent-child and pupil-teacher relationships, the nine-year-olds begin to show refinement in their emotions and attitudes. Generally they are not over aggressive. They can accept blame, and under certain cultural conditions are usually honest and truthful. They like to be trusted and are usually dependable and responsible.

At this age, boys and girls are developing a sense of individual status and they feel the tensions which accompany a gain of independence. This is when their individuality may assert itself. While not overly dependent upon praise, they accept approval well and gain from it.

The nine-year-olds' evaluations are often very discriminating. They wish to be "right with the world." They are forthright and open to instruction. Chiefly, they are characterized by their realism, their self-motivation, and their reasonableness.

The pre-adolescence period, ages ten through twelve, is highly individualistic, for some young-

sters will enter the early stages of adolescence while for others it is several years away. During this period the youngsters seem to be more relaxed and casual, yet alert. They have skills more in hand. They take things more in their stride.

Youngsters of this period are generally more courteous and thoughtful and are more responsive. It is easier to appeal to their reasoning. They like to take part in discussions of social problems and have, on the whole, a fairly critical sense of justice.

Talents declare themselves from ages ten through twelve, especially in creative art; also giftedness in personal-social behavior. Quality of character and graces of deportment are other personality traits developed during this period.

At this stage the youngsters indicate increased interest in their social surroundings and take active part in the major group activities of the community. There is increased importance attached to peer relationships.

As they grow there are certain learnings, tasks, adjustments, and achievements which they must master if they are to progress satisfactorily. These developmental tasks grow out of cultural expectations and from changes that take place through maturation. Robert J. Havighurst* has identified these tasks of middle childhood as follows:

Task No. 1—LEARNING PHYSICAL SKILLS NECESSARY FOR ORDINARY GAMES. Nature of the task: to learn the physical skills that are necessary for the games and physical activities that are highly valued in childhood — such skills as throwing and catching, kicking, tumbling, swimming and handling simple tools.

Task No. 2—BUILDING WHOLESOME ATTITUDES TOWARD ONESELF AS A GROWING ORGANISM. Nature of the task: to develop habits of care of the body, of cleanliness and safety, consistent with a wholesome, realistic attitude which includes a sense of physical normality and adequacy, the ability to enjoy using the body, and a wholesome attitude toward sex.

Task No. 3—LEARNING TO GET ALONG WITH AGE-MATES. Nature of the task: to learn the give-and-take of social life among peers. To learn to make friends and to get along with enemies. To develop a "social personality."

*Havighurst, Robert J., *Human Development and Education*. Longman's, Green and Co., New York, 1953.

Task No. 4—LEARNING AN APPROPRIATE MASCULINE OR FEMININE SOCIAL ROLE. Nature of the task: to learn to be a boy or a girl—to act the role that is expected and rewarded.

Task No. 5—DEVELOPING FUNDAMENTAL SKILLS IN READING, WRITING, AND CALCULATING. Nature of the task: to learn to read, write, and calculate well enough to get along in American society.

Task No. 6 — DEVELOPING CONCEPTS NECESSARY FOR EVERYDAY LIVING. Nature of the task: a concept is an idea which stands for a large number of particular sense perceptions, or which stands for a number of ideas of lesser degrees of abstraction. The task is to acquire a store of concepts sufficient for thinking effectively about ordinary occupational, civic, and social matters.

Task No. 7 — DEVELOPING CONSCIENCE, MORALITY, AND A SCALE OF VALUES. Nature of the task: to develop an inner moral control, respect for moral rules, and the beginning of a rational scale of values.

Task No. 8—ACHIEVING PERSONAL INDEPENDENCE. Nature of the task: to become an autonomous person, able to make plans and to act in the present and immediate future independently of one's parents and other adults.

Task No. 9—DEVELOPING ATTITUDES TOWARD SOCIAL GROUPS AND INSTITUTIONS. Nature of the task: to develop social attitudes that are basically democratic.

The knowledge of these developmental characteristics of children is important to the teacher in providing a classroom "climate" which will be most helpful to boys and girls.

Pupils in these grades are usually happy and carefree. They are enjoying increasing abilities to be more independent and are more calm and balanced. They are matter-of-fact, simple, and direct, usually listen attentively, are anxious to please, and are at an ideal age for developing a spirit of tolerance.

Throughout the stages of these intermediate grades there develops the gang spirit and the desire to accept standards of the gang.

Meeting Children's Needs

It is a hopeful sign that an increasing number of teachers are more alert and capable of providing a program which develops human values. In

this endeavor they find many helpful suggestions in the professional literature and curriculum guides which have been produced in recent years.

Present-day programs accent the need for pupil experience in democratic ways of living. For instance, they need to have opportunities for meeting both success and defeat in a sportsmanlike manner. It is only through such realistic, democratic experiences that children will learn to recognize their own strengths and needs in meeting the situations with which life confronts them.

There is also emphasis upon those abilities which help each child achieve a responsible place in his peer group. In this way children develop a feeling of belonging and a sense of their value as individuals. Our schools guide them toward becoming more self-directive in assuming responsibilities and in having socially acceptable ways of meeting situations which normally would cause emotional strain. Our schools also place emphasis on the value of being able to budget time, energy, and money.

Teachers are becoming aware of the needs of boys and girls for a feeling of security in the home and in the school and of their need for identifying themselves with those who can sincerely give love and affection. In this respect parents are recognized to be the fundamental sources. Where a child's home life is lacking in love and affection, teachers must redouble their efforts to see to it that this basic need is fulfilled.

In many classrooms teachers are planning for opportunities throughout the day to develop respect for the dignity and worth of each individual. Tolerance, the value of fellowship, an appreciation of honesty, kindness, courtesy and work well done are other human values systematically planned for by those teachers who recognize the importance of moral and spiritual growth.

Through guidance programs the school helps pupils to better understand themselves, aiding them to become masters of themselves and to acquire ability to enjoy their environment during leisure time. Recreational programs provide activities that help children learn the rules of the game and how they relate to the "game of life."

The reading program of our schools, with its treasure house of man's ideas and ideals, effectively lends itself to the development of human values. In science, the pupils are taught to do critical thinking, to promote better understanding of the universe, and to have a keener appreciation and more sincere reverence for things unseen.

That many teachers are providing experiences which enable their pupils to build moral and spiritual strength is revealed by the following true-to-life stories which have been recorded from recent happenings in Iowa classrooms.

Learning Experiences Which Develop Values

There are many human values that can be developed at the intermediate-grade level. The illustrations which follow are school experiences which appear to be especially appropriate for emphasis with children at this age. The reader will note that an effort has been made to have an appropriate balance in the selection of these illustrations. (Teachers will no doubt be able to fill in from their own experience and from the experience of their associates, other pertinent illustrations.)

An analysis of the illustrations below reveals that each one gives emphasis to a particular human value. For instance, the first illustration, *Young Candidates for Citizenship* shows how the characteristic of *responsibility* is developed. The second illustration, *Making Christmas a Time for Reverence*, clearly helps the children build a spirit of *reverence*. In respective order, the other illustrations seem to develop respect for property, thoughtfulness, self-control, friendliness, honesty, courtesy, and craftsmanship. In the last illustration, *There's Satisfaction in a Job Well Done*, many values emerge from this pattern of activities.

It is understood that each of the values listed is the one which seems to be, in each instance, the major value most likely to emerge from the given experience. In most cases, however, there will be a strengthening of other values, too, as human values, by their very nature, are inter-related.

Young Candidates for Citizenship

"A great nation is made only by worthy citizens."

—C. D. WARNER

A panel discussion of sixth grade pupils, together with their reading and English teachers as leaders, was held before a parent-teacher group. The topics discussed related to problems of young citizens of today.

Prior to this panel, the pupils had become aware of the importance of using class discussions and teacher-pupil conferences as means of

solving problems that perplexed them. Rehearsal for the parent-teacher meeting included only points to note regarding proper panel form. Therefore, the ideas expressed by the pupils on the panel were entirely original. Various types of questions were asked the pupils, such as:

- (1) What are some of the privileges given children, by parents, that are most genuinely appreciated?
- (2) Do you think that parents permit children too much freedom on the streets at night?
- (3) Do you think some children get into trouble because they actually don't know right from wrong?
- (4) Does a child usually lie because he is afraid to tell the truth?
- (5) Do you think that money has much to do with delinquency?
- (6) Are children of today under too much pressure because of school activities such as band and athletics?

The pupils, through their answers and discussion, very adequately arrived at reasonable, common-sense decisions. They showed a willingness to accept personal responsibility for their actions, but pointed out that young people need the counsel, guidance, understanding, and help of adults. They seemed to clearly realize the importance of the home, school, church, and character-building community organizations in their lives.

Making Christmas a Time of Reverence

*"What means the 'star,' the shepherds said
That brightens through the rocky glen?
And Angels answering overhead,
Sang, 'Peace on Earth, Good Will to Men'."*

—JAMES RUSSELL LOWELL

The Christmas season was near. Miss Smith's room of fifth grade pupils included members of both Protestant and Catholic faiths. She desired that the religious significance of the great event be developed through the mutual efforts of members of each faith.

After discussing plans in general with the group, Miss Smith asked the pupils for suggestions as to how they could best observe the anniversary. Various ideas were expressed, some emphasizing the more solemn aspect, others the gaiety of the occasion. As a result a committee was appointed which was to arrange a program based upon the Christmas theme.

Being left entirely upon their own initiative this committee selected different class members to choose and read various passages of the Christmas story, while others were made responsible for the selection and preparation of Christmas carol group-singing appropriate to the Scripture readings.

Following the Christmas program came the Christmas party. Various class members were selected to plan and manage this party.

The class responded in a very wholesome way and each member seemed to show genuine appreciation of the significance of Christmas for all faiths and its relationship to the fellowship which accompanies the Christmas spirit.

Respecting the Property of Others

*"Good deeds ring clear through heaven
like a bell."*

—RICHTER

The various grades of an elementary school had been in the habit of picnicking in a farmer's pasture. Suddenly the man sent word that he wanted them to keep away. Naturally, many derogatory remarks were made about "the mean old man."

On inquiry it was found that his reasons were (1) the children chased his cows thus diminishing the milk flow, (2) they left his gates open, (3) they built fires on the bank, killing the grass and making a fire hazard.

In talking over the matter, one teacher got her pupils to see that they were not only using a man's property, but they were acting discourteously about it. It was resolved to make certain rules to be followed in picnicking. A committee was then appointed to visit the farmer to ask his permission for picnicking if all rules were obeyed. They promised to build fires only on the sand along the creek, to refrain from careless actions and making loud noises near the cows, and to appoint one pupil whose duty would be to see that all gates were shut.

The farmer then gladly gave this group permission, and the next spring they presented him with a May basket which contained a thank-you message.

Helping Foreign Children Feel Welcome

*"Kind hearts are the gardens
Kind thoughts are the roots,
Kind words are the blossoms,
Kind deeds are the fruits."*

—ALICE CARY

In a small town people of minority groups are seldom seen.

The three children of a Russian-Jewish junk dealer were expected to enroll in our school. The mother's cousin, who was a respected clerk in a local establishment, contacted the principal of the school where the children were to go. He related facts of their long and exceedingly difficult efforts to reach the U.S.A. With this knowledge the various teachers discussed with all the children the problems of their new neighbors. The children were most sympathetic and helpful.

When the older girl graduated, three years later, the exercises were used to honor her good work. The principal presented her to the audience and their enthusiastic response provided adequate proof of the acceptance of this family into the life of the community.

Group Action that Produces Right Conduct

*"Let independence be our boast,
Ever mindful what it cost;
Ever grateful for the prize,
Let its altar reach the skies."*

—JOSEPH HOPKINSON

At the beginning of the new term of school, a sixth-grade home room elected a committee to take care of minor problems affecting the majority in the room.

Problems such as discourteousness, whispering, disorderly passing, and poor study habits were noted by the committee, with the aid of the teacher, and presented to the entire home-room group for discussion and action thereon. The elected chairman of the committee also served as leader of the group at class assembly and dismissal time in the absence of the teacher.

Many annoying problems were solved through this group "clearance agency," and a democratic way of working and living together was achieved.

Group Acceptance of New Pupils

*"No one is useless in this world who lightens
the burden of another."*

—DICKENS

The teacher of a fifth grade class was having trouble with cliques within her class. Her problem was intensified by the entrance of three displaced persons none of whom could speak the English language. Her first appeal to the class for help in accepting the new pupils met with little success.

The annual all-school talent show was soon to be presented in which all grades contested. The teacher anticipated a "cliques program," therefore, she carefully drafted leaders from each of several socio-groups and with their help arranged a program which included the three new pupils in several appearances in group work with other pupils.

The displaced persons proved their ability by displaying native talent and the home room class became interested in the new pupils as persons. Through their mutual efforts to put on a good show new ideas were exchanged, the cliques were weakened, and closer friendships formed. The new pupils at last could experience the feeling of having been accepted.

The Power of Responsibility

"From a little spark may burst a mighty flame."

—DANTE

Though Jimmy had a paper route and was earning his own spending money, he seemed unable to overcome an urge to pick up money that did not belong to him. His fourth grade classmates liked Jimmy, and though they knew of his fault, they seemed to suffer with him each time he was punished.

Jimmy's teacher and his classmates wanted to help him. To give proof of their faith in him, they appointed Jimmy treasurer of their Hobby Club. With the responsibility of caring for his classmates' money, faith in himself developed and Jimmy overcame his habit of stealing.

The Room Improvement Club

*"Do something for each other,
Though small the help may be;
There's comfort oft in little things,
Far more than others see."*

—ANONYMOUS

Detecting a need to develop better self-control and courtesy in her fourth grade, Miss Ashton appealed to the pupils as to how they might help each other to improve. The merits of self-control and courtesy were freely discussed, after which the grade was organized into a Room Improvement Club.

Various groups were assigned, in turn, to assume responsibility for observing and reporting to the class any school-life situation which related to good conduct.

If the reports did not meet with class approval, those situations in question were enacted through role-playing. Conduct in the lunch room and halls, courtesy toward the janitor, and politeness to visitors were some of the situations which required role playing.

The work through this club not only stimulated self-control and courtesy, but it tended to develop better pupil attitude in working toward a common goal.

Building Class Standards

*"Work while you work, play while you play,
This is the way to be cheerful and gay.
All that you do, do with your might;
Things done by halves are never done right."*

—A. D. STODDART

Miss Jackson's fourth grade class was puzzled. There lay the science papers unchecked, and without the usual instructions to rewrite the assignment.

The tenseness of the moment was broken by Miss Jackson's announcement that the class set up a "picture-scope" to enable anyone to see what they would like their papers to show. Through this "picture-scope" each pupil might view and evaluate his own work.

A pupil volunteer led the class in listing on the chalk-board the following "views" for their "picture-scope": good understanding of topic; clear form of presenting it on paper; completeness; signs of pride, as neatness and legibility; and an "over-all feeling" of work well done.

A period of silent self-paper analysis followed. Each pupil rewrote his assignment, handed his paper to Miss Jackson with satisfaction, and turned to the next assignment with new zeal for high-quality work.

There's Satisfaction in a Job Well Done

*"Few things are impossible to diligence
and skill."*

—SAMUEL JOHNSON

Some one suggested that the stories and articles which the children had written ought to be shared with other people. The group decided that it would be a good thing to do and soon suggestions were made as to how this could be done. Among the suggestions were: (1) have some of the children go to other rooms to read their stories and articles, (2) post the writings on bulletin boards where other pupils can see them, and (3) put them in a folder on the library table.

After these possibilities had been talked over for awhile, several children expressed the idea that none of the proposals was satisfactory. They reasoned that many children and many groups should have an opportunity to enjoy the articles and stories. This matter was discussed for a few minutes and then one youngster said that putting the writings together in the form of a newspaper might solve the problem. This idea appealed to everyone right away. No vote was taken; it was simply agreed that this way was best.

The youngsters decided that there ought to be an editor and that he or she should be elected. The teacher led a discussion of the responsibilities of the editor. One girl mentioned a particular boy for the editorship because, she said, he seldom made any mistakes in spelling. All the children seemed to think he was a good choice, and he became the editor. To help the editor, another member of the group, a girl, was chosen as secretary. It was agreed that everybody else in the class would be on the staff of the newspaper.

A plan for getting the paper out was gradually developed. The teacher agreed to set aside three half-hour periods each week for writing and conferring. In addition, the youngsters could use their free time before and after school, if they cared to. The editor took charge. As the children talked over what might be put in the paper, many ideas developed. Someone thought it would be good to write about new experiences they were having as fourth graders. When everybody had had a chance to add his suggestion to the list, it was decided that each youngster would write on the topic he wanted to, but that if two or more pupils selected the same topic a committee would be formed to work on it. The secretary listed the topics and posted them on the bulletin board, where the staff members could refer to them and make their selections.

Several periods were then used for the preparation of individual and group contributions. During the writing periods many questions were raised by the children about capitalization, spelling, punctuation, and the accuracy of content. The pupils were encouraged to try to find answers to their questions by using available resources. They referred to the dictionary for spelling, to language arts books for capitalization, spelling, and punctuation, and to teachers for matters of fact. When the same question came up in one form or another several times, for example, "How

do we use quotation marks?", that question was made a topic of discussion for the whole class.

During the writing period pupils very often asked to read their contributions to the class in order to get suggestions on suitable endings to stories and poems or to get class reaction to a finished article. After the article had been completed to the best of the pupil's ability it was given to another member of the class for proof-reading. The proofreader often consulted with the teacher on problems of special difficulty. When the necessary corrections had been made, the contribution was re-written and placed in a folder reserved for this purpose. Frequently pupils who had completed one contribution prepared another or helped a classmate complete his.

While the writing was going on, there were some problems which had not been foreseen at the time of the original planning. For example, it had not been recognized at the beginning that some plan had to be made for distributing the paper. One after another such problems came up and solutions were worked out.

The day the paper came out the class took time to read and discuss it. Even though practically everyone had previously seen or read almost every item, the paper was read with the keenest interest—the interest which children normally attach to a *personal* production. They wanted to talk about the content of many of the articles. They laughed over jokes that were not new. They went to work on the puzzles. Out of this discussion on publication day came ideas for the next issue. It was apparent that many social and personal values had been developed by this cooperative venture that had brought about *group success*. The children had moved a step further in understanding the value of teamwork.

Toward Healthy Personalities

To help children grow into well-balanced individuals is a major interest of parents and educators. We, as classroom teachers, must provide opportunities which will contribute toward this end.

In the classroom many tensions can be "positive-creative." They can call out the best in children to meet the challenge of the situation.

As classroom teachers, we can do much in helping children, by early identification of these tensions and by providing effective measures toward their solution.

The development of character traits and attitudes which will help a child meet life situations squarely and successfully is surely a basic purpose of education. The type of attitude which the child learns and uses of his own choosing must be of concern to teachers, if a child is to grow toward a healthy adult personality. The achievement of desirable attitudes will be reflected in the child's contribution to the social order in which he lives.

Values which we believe to be good, beautiful,

and right must be promoted by those to whom children's lives are entrusted.

Changes brought about by growth, culture, and environment lead to the need of a better understanding of our social rights, privileges, and obligations.

To meet the challenge of our times with appreciation and understanding, it is very necessary for classroom teachers to help the child develop those key qualities as found in moral and spiritual values.

PART FIVE

DEVELOPING HUMAN VALUES IN JUNIOR HIGH



Working and Playing Together Promote Respect for the Dignity and Worth of Each Individual

The Tasks of Early Adolescents

"Growing Up" characterizes the junior high school boy and girl. For some the growing up process will begin early, at age twelve or sooner, for others it may not begin until the end of the junior high period. It differs for boys and girls; it differs among boys and it differs among girls. It is a growing up period that is marked by sudden spurts and confused patterns of behavior. For the junior high school pupil the age of childhood is forever left behind and the appeal of adulthood beckons. The junior high school working with parents, civic, and church groups has the herculean task of helping early adolescents become productive adolescents and socially responsible adults.

The early adolescent period has been labeled "The Age of Turmoil" for it is a time when physical, social, and emotional changes play havoc with the once mild-mannered and agreeable elementary school child. If it is truly an age of turmoil, it is that partly because parents, teachers, and other adults have failed to recognize and understand the patterns of early adolescent growth. This adult failure has placed the young adolescent in situations which evoke actions that adults then deplore.

To make the "age of turmoil" an "age of transformation" requires adult (teacher, administrator, parent, minister, civic leader) understanding of adolescent behavior, skill in working with adolescents, and an appreciation of the role that adolescents play in society.

What should we expect from early adolescents? Robert J. Havighurst* has said that as we mature from infancy to old age each of us is confronted by a pattern of tasks, mastery of which enables us to be successful human beings. These developmental tasks may arise from physical maturation, from the pressure of cultural processes upon the individual, from the desires, aspirations, and values of the emerging personality, and they arise in most cases from combinations of these factors acting together." For the adolescent period, ages twelve to eighteen, we need to begin to master ten tasks if we are to be able to successfully cope with the tasks of adulthood.

Task No. 1—ACHIEVING NEW AND MORE MATURE RELATIONS WITH AGE-MATES OF BOTH SEXES. The goal: to learn to look upon girls as women and boys as men; to become an

*Havighurst, Robert J., *Human Development and Education*, Longman's Green and Co., New York, 1953.

adult among adults; to learn to work with others for a common purpose, disregarding personal feelings; to learn to lead without dominating.

Task No. 2—ACHIEVING A MASCULINE OR FEMININE SOCIAL ROLE. The goal: to accept and to learn a socially approved adult masculine or feminine social role.

Task No. 3—ACCEPTING ONE'S PHYSIQUE AND LEARNING TO USE ONE'S BODY EFFECTIVELY. The goal: to become proud, or at least tolerant, of one's body; to use and protect one's body effectively and with personal satisfaction.

Task No. 4—ACHIEVING EMOTIONAL INDEPENDENCE OF PARENTS AND OTHER ADULTS. The goal: to become free from childish dependence on parents; to develop affection for parents without dependence upon them; to develop respect for other adults without dependence upon them.

Task No. 5—ACHIEVING ASSURANCE OF ECONOMIC INDEPENDENCE. The goal: to feel able to make a living, if necessary. This is primarily a task for boys, in our society, but it is of increasing importance to girls.

Task No. 6—SELECTING AND PREPARING FOR AN OCCUPATION. The goal: to choose an occupation for which one has the necessary ability; to prepare for this occupation.

Task No. 7—PREPARING FOR MARRIAGE AND FAMILY LIFE. The goal: to develop a positive attitude toward family life and having children; and (mainly for girls) to acquire the knowledge necessary for home management and child rearing.

Task No. 8—DEVELOPING INTELLECTUAL SKILLS AND CONCEPTS NECESSARY FOR CIVIC COMPETENCE. The goal: to develop concepts of law, government, economics, politics, geography, human nature, and social institutions which fit the modern world; to develop language skills and reasoning ability necessary for dealing effectively with the problems of a modern democracy.

Task No. 9—DESIRING AND ACHIEVING SOCIALLY RESPONSIBLE BEHAVIOR. The goal: to participate as a responsible adult in the life of the community, region, and nation; to take account of the values of society in one's personal behavior.

Task No. 10 — ACQUIRING A SET OF VALUES AND AN ETHICAL SYSTEM AS A GUIDE TO BEHAVIOR. The goal: to form a set of values that are possible to realize; to develop a conscious purpose of realizing these values; to define man's place in the physical world and in relations to other human beings; to keep one's world picture and one's values in harmony with each other.

The tasks of adolescence, as outlined above, do not begin at the same time for all individuals, nor are they mastered by all individuals by the time that they are eighteen. These tasks and their emphasis upon developing an appropriate set of human values are guidelines for teachers, administrators, parents, and other adults working with adolescents. The tasks, as guidelines, help us understand the goals that we are going to attempt to help adolescents achieve.

Junior Highers Can Be Understood

When the junior high youngsters enter the seventh grade they are in the beginning stages of a developmental splurge that will see most of them grow three to five inches, gain weight rapidly, increase their strength, develop large appetites, and evidence secondary sex characteristics such as hair on face and voice changes. When junior high youngsters leave the ninth grade they may be well on the road to adult maturity, ready to accept their rightful role in society, although still unsure as to how to accept their new role.

The seventh grader is inclined to be very sympathetic of the feelings of other seventh graders. Many of them are hard workers and they want to please for they seek the satisfaction of adult praise for a job well done. The seventh grader will work in large groups and is very willing to accept responsibility. Adult affection is sought and returned. They love to dramatize and willingly engage in "let's pretend" activities. The boys may not have their hair combed and the girls may wiggle and giggle but the seventh grader is the "calm before the storm."

As the seventh grade unfolds into the eighth the differences that were under the surface now erupt into plain view. Girls become aware of their femininity while the boys may still be interested in baseball, collecting picture cards, and riding their bicycles. The girls want to dance and go on dates with boys but most of the eighth grade boys are not yet ready for these new adventures.

Differences between boys and girls result in the formation of groups of girls and groups of boys. These groups may take the form of clubs, sororities, and other social organizations. *Junior highers* have a great deal of energy and drive but they are inclined to be slow in starting. Once started they will work like fury. They are in an in-between period and their behavior at home and school reflects this fact. The eighth graders want recognition for their work but may not be willing to work hard enough to get it. They aren't too sure that they want adult control but when they create behavior problems they say frequently, "Why don't you make us behave?" Their uncertainty appears to be reflected in the volume of noise that they seem to be able to make.

Ninth grade becomes the period of great upheavals. Parents become old-fashioned and just "don't understand me." The boys will become aware of the need for good grooming and the girls are clothes conscious. Clothes selection becomes a personal matter and the desire to work to have one's own money to buy the things that are wanted is very urgent. Crushes and hero worship are the important aspects of their behavior. The desire to be accepted by a small group of close friends is of great importance. The ninth grader wants adult privileges but isn't too willing to accept the responsibilities or the consequences that come with the privileges.

Unless directed, their desire to do a great deal is limited by a lack of follow-up drive. This, in part, results from the fact that they seem to have so many outside activities that they don't have the time to finish the things that they start. They can be reasoned with since they are mature enough, but they are also subject to feelings that are hurt easily. With a desire for acceptance by the group, all efforts are directed at appearing, behaving, and doing as the group does. The ninth grader has entered the world and will seek to find his place in it.

In this struggle to emancipate themselves from adults the junior high school youngsters are often bewildered and frustrated. They need an increased measure of sympathetic understanding and guidance from both teacher and parent. The desire to look well, to achieve in the eyes of their classmates, to comprehend problems, and to become mature, provides teachers with a "learning readiness" in the area of human values that does not present itself at any other stage of educational growth with such clarity.

Learning Experiences Which Develop Values

There is no one way of organizing the curriculum of the junior high school to assure the maximum development of boys and girls, for there exist many organizational patterns that can be used effectively. Regardless of the organizational pattern and the specific nature of the curricular offerings, it is possible for each teacher, home room advisor, counselor, and administrator to make a positive contribution to the value development of junior high school pupils. It may be easier to assist youngsters to master their tasks in a common problems curriculum than in a traditional subject-matter oriented curriculum, but that does not mean that it cannot be done in the latter.

Good teaching whether in a Core program or in a Latin class enables pupils to acquire knowledge and understanding of problems, subjects, or ideas; to develop skills of research, cooperation, and participation; to acquire a deepened appreciation of people and ideas; to develop wholesome attitudes toward ideals, values, people, and ideas; to acquire interests in new activities; and to develop the ability to think critically. The good teacher is always challenged by the question: *What can I do to make school life truly worthwhile for each and every one of my pupils?*

Learning to Understand Ourselves And Others

"... the human population presents a wide range of normal variability with respect to most of its attributes."

"How would you describe our class to other people?" was the way Mr. Hanson, seventh grade mathematics teacher, opened his class one Monday morning:

"We wear different clothes."

"Our eyes aren't the same color."

"We don't weigh the same."

"We don't look the same."

The discussion had immediately moved in the direction of describing the group by looking at all the differences that existed. Mr. Hanson allowed the discussion to continue on and then he asked, "Haven't we forgotten something?" The class was silent for a moment and then Susan said, "We've been talking about all the things that make us different; I think that we are alike in many ways."

Other pupils agreed with Susan and as the period came to an end, Mr. Hanson suggested that the class might want to study the problem of how the boys and girls in the class were alike and how they were different.

In the succeeding periods, the class decided that there were some things about people that could be measured and counted but that there were many things about people, such as looks and personality, that could not be easily measured and counted. They then decided to study those things which they could handle in terms of numbers. Using scales, measuring sticks, and school records that were available, they collected information about themselves. From the information thus secured they made graphs and charts and computed averages.

The project developed and the class studied how they had grown since first grade. From this information it became possible for Mr. Hanson to show the class rates of growth and to discuss the "growth spurt" that was taking place for some of the boys and girls in the group. Percentages, numerical problems, table and graph construction problems made mathematics a vital tool in helping the class see how they were different and how they were the same.

As the project drew to a close one of the boys remarked, "It sure is funny, we sure don't seem to be the same, but I'm not really as different as I thought."

A Classroom Club Promotes Good Manners

"... foresight is better than hindsight."

A seventh grade class showed signs of being quarrelsome and easily irritated. Many "gripes" and complaints were heard. The teacher decided to clear the atmosphere through the creation of a classroom club. (1) Tense situations were dramatized, such as being on a crowded bus, in a long line at the movies, or troubled by poor telephone service. The polite and diplomatic form of conduct and language and the impatient and rude conduct were both dramatized. (2) The customary good manners of telephone operators were recalled and enacted. (3) Advantages to the polite person accruing from good manners were listed. (4) Stories of people who were rewarded for their considerate manners were related. (5) Teacher told how favors are usually bestowed on people because of good manners. (6) Pupils suggested how their own "gripes" could be eliminated

through diplomatic behavior when coats were knocked on the floor, desks jarred and ink spilled, or books tumbled to the floor.

Toward an Understanding of Other Faiths

"... there are many religious groups that have made our nation great."

In any public school classroom many religious faiths are bound to be represented among its members. In a ninth grade English class, as the result of some inquiries made by Gentile children as to why the Jewish children were excused from school on certain days, the time seemed opportune to acquaint the Gentile class members with the traditions of the Jewish faith. It was the teacher's hope that such a lesson would foster a tolerant attitude toward classmates of another faith.

The discussion began when the Jewish children were attending the festival of Yom Kippur. It was agreed that some research would be done and reports given by the Gentile class members on both the holidays—Yom Kippur and Rosh Hashana. Further discussion brought out the suggestion that it would be valuable if the Jewish children in the class also gave their version.

The next day, when all class members were present, the research plan was further discussed, and many sources of information and illustrative materials were found available. All agreed that it would take more than a class period or two to present and discuss this material. Four talks were selected:

A Gentile looks at Yom Kippur

A Jew explains the meaning of Yom Kippur

A Gentile looks at Rosh Hashana

A Jew explains the meaning of Rosh Hashana

Under the careful guidance of the teacher, research committees were formed to collect material. The following day the talks were given, followed by discussions and questions. It was inevitable that the discussion led to the other two major faiths, Catholicism and Protestantism. Here the teacher guided the discussion so that each felt the solemnity and grandeur of the other's religious beliefs.

While there was no desire or attempt on the part of the teacher to completely cover all the important aspects of these religious faiths, enough of the essentials were stressed that a deeper respect on the part of each for the other resulted.

Values Accrue from Cooperative Undertakings

"... to profit from one's mistakes one has to admit that mistakes have been made."

School parties can be cooperative undertakings so that the youngsters can learn about planning and organizing, accepting responsibilities, accepting consequences, and getting along with others.

The seventh graders had a Hollowe'en party after school and each of the homerooms was involved in planning for the big event. Responsibilities were set for a spook house, bobbing for apples, a balloon dart game, decorations and refreshments. Came the party and the usual missing helpers, bumped knees, and ice cream spilled on a skirt didn't diminish the enthusiasm of the youngsters.

The following day the homeroom groups discussed the party. The following comments were made:

"The homeroom representatives did a good job."

"Most of the kids came to the party."

"Some people didn't take responsibility."

"Everyone must work together to make such a party a success."

"There should have been a clean-up committee instead of taking it for granted that the kids would clean up."

"The games were the right kind for the party but they shouldn't have all been going on at the same time."

"The spook house and the games should have been at different times."

"The spook house people were too rough to some people."

"The prizes for the games were mislaid."

"One group missed the games, and part of the refreshments."

"Certain people in the group were uncooperative and greedy."

"The whole group had fun."

Learning to Base Opinion on Evidence

"... our emotions often camouflage our good sense."

It was approaching election time and the ninth grade class in social studies had selected the coming national election as their next unit. The teacher asked each member of the class to list specific questions which he would like to have answered during the study of the election. The next

day these lists were brought to class for discussion. There was a great variation in the number of questions submitted. Some papers had as few as four or five, while others listed as many as twenty-five. The questions were tentatively classified under the following headings:

1. Questions about the jobs to be filled by the elections: responsibilities of the jobs, qualifications needed, etc.
2. Questions about the process of nomination and election: methods of nomination, election procedures, prevention of election fraud, the electoral college system, etc.
3. Questions about political parties: history of the major parties, "third" parties, party organization, campaign methods, etc.
4. Questions about the current presidential campaign: comparison of party platforms, qualifications of the candidates, public opinion polls, campaign strategy, etc.

After some discussion it was agreed that questions under the first three headings were the ones on which the group as a whole would work. For questions about the current presidential campaign, the candidates, the issues, and the like, it seemed more reasonable to organize committees. Basic textbooks, newspaper clippings, pamphlets, and reference sources were used to find answers to questions.

Among the sources of information on the question related to election procedures were three films: "The Fight for Honest Ballots," "You, the People," and "Political Parties." A local political leader was invited to speak to the group about his activities.

It was becoming increasingly clear to the teacher, as the election drew near, that rather intense feelings of partisanship on the part of many pupils had developed. The problem presented to the teacher was essentially that of utilizing this interest without creating situations which provided opportunities for little other than displays of partisan feelings. He finally proposed (1) that the class identify four to six campaign issues upon which the election seemed most likely to turn, and (2) that the class set up small committees which would undertake to present these issues to the class. In the presentation, each committee would try to define the issue as clearly as possible, discover what the platforms of the various parties said on the issue, and find out what each of the candidates had said relative to this issue. The committee members might introduce their own

opinions if they wished to, but only after having first performed the responsibilities indicated above.

The class responded favorably to this proposal. It identified five specific issues, and a committee was set up by the pupils to investigate each issue. Committee assignments were made on the basis of preference expressed. For about a week the class worked in the school library to gather necessary material.

One class period was set aside for each committee report. In order to focus attention upon the particular job of each committee, the teacher had prepared a duplicated sheet bearing these questions:

1. After hearing the committee's report, how would you define this particular issue of the campaign?
2. What point of view is taken by the parties on this issue?
3. What point of view is taken by the candidates?

After the report had been heard and there had been some discussion, all members of the class (including the reporting committee) wrote briefly on these three questions. The papers were turned over to the teacher with the understanding that the committee members would have an opportunity to go over them at a later date.

The class conducted a mock election for the entire school and on the day of the actual election they visited a polling place to watch the election process in operation.

The final activity in the experience consisted of an evaluation session to find out what the pupils had learned and what they thought of the class procedures. Many were quite critical of the functioning of the committee system. They felt that committees had lacked adequate time to meet and plan together, and that the reports suffered because of the lack of this kind of preparation. The group agreed to remedy this situation in whatever way it could when it worked as small sections.

No pupil felt that time had been too short to debate the issues, an activity stated early in the study as one of the purposes. And yet, because of the manner in which committees proceeded, there had been considerable discussion of the points of views taken by parties and candidates. The pupils seemed, by this procedure, to have satisfied the desire to support the views of the can-

didates they preferred, but they were able to do it without the intense partisanship which so often characterizes such activities. The group felt it reasonable to conclude that the requirements of defining each issue, documenting the position of each party and candidate, and presenting the findings in as objective a manner as possible was, on the whole, a humbling experience. It tended to show how much the junior highers yet had to learn before they had the right to hold a strong opinion.

Others Are Trying These Plans

Almost any day, in every junior high school, occurrences arise either in the school or outside the school that have a bearing on human relations. Frequently, these occurrences are excellent bases for fruitful discussions. Junior high boys and girls are receptive to this timely learning of skills and attitudes which are the basis of good inter-group and inter-personal relations.

1. In the junior high the homeroom program provides time for extra emphasis on activities which will aid in human value education. These activities have been tried:

Discussion of qualifications for and responsibilities of homeroom officers.

Loyalty program during American Education Week.

Homeroom discussion of the topic, "Honesty in School Work."

American Brotherhood Week programs.

Presentation and discussion of films, among which have been:

Act Your Age
Developing Responsibility
Right or Wrong?
How Honest Are You?
Understanding Your Ideals
The Fun of Making Friends
Friendship Begins at Home
You and Your Friends
You and Your Family
Am I Trustworthy?
Are You a Good Citizen?
School Activities and You

2. Many films and filmstrips are now available for classroom use that deal with human values. Such topics as:

Developing Responsibility
Act Your Age

School Spirit

Manners Made Easy

Manners at Home

and many others, provide a basis for class discussion where differences of opinion may be aired and growth in values result.

3. In order to help all boys and girls gain more understanding of family finances, develop a better scale of values, and be more considerate and reasonable in their requests, it is important for them to know how much it costs to support a family and to know and practice sensible ways of living within the family budget. If boys and girls can learn to help parents save, budget, and spend money wisely and thus stretch the family income, and if they can actually earn money and thus be able to buy more of the things they feel they need, much of the friction between the independence-seeking adolescent and the home will be resolved.

4. Provide learning experiences to familiarize pupils with various discussion methods (panel, symposium, round table, etc.) and the role of the leader in a group situation; offer many opportunities for participating in such group or leadership situations.

5. Give continuous practice in the scientific method as applied to social problems: give practice in identifying and examining major issues, gathering and evaluating evidence, recognizing and guarding against common fallacies in thinking.

6. Help pupils investigate the community to see what proportion of newcomers enter the town or change their location from one neighborhood to another in the course of a year. Help them study the role of neighborhood churches, schools, men's clubs, farm groups, etc., in helping recent ar-

rivals feel at home and thus in contributing to building loyalty to the larger social group.

7. Nourish the spiritual impulses of junior high school boys and girls by acquainting them with fictional, historical, and contemporary personalities who exemplify spiritual qualities. Help them understand themselves and see their role in relation to large spiritual forces.

8. Guide the pupils toward a realization that beautiful things are not necessarily expensive. Use a dime store and/or a general merchandise store as laboratories for comparing a finely shaped piece of pottery with one that is of cheap appearance, a well-designed fabric with one poorly designed, a well-illustrated book with one in poor taste, etc. Encourage pupils to arrange a school exhibit of articles for the home representing good color, design, and workmanship.

The Road Ahead

Human values can be developed in the classroom of the junior high when a poised, cheerful and emotionally well-adjusted teacher is in command of the situation. Through a wealth of learning materials and by providing a variety of sound learning experiences, the ideal program does not have to remain in the field of speculation but can become a living reality. As teachers respect and accept all pupils, it becomes possible in all areas of the school program to foster the development of those values that are so essential to the furtherance of the democratic ideal. The task ahead is not easy but opportunities for success are unlimited. Science teachers, art teachers, music teachers, language teachers, mathematics teachers, physical education teachers, and social studies teachers all have a vital role to play in the development of human values for junior high school boys and girls.

PART SIX

DEVELOPING HUMAN VALUES IN SENIOR HIGH



Human Values Result from the Study of Social Relationships

Are there some human values that are more susceptible of development at the senior high level than others? Is there something inherent in the student's makeup at this stage that, when coupled with the setting in which he finds himself, enables him to grasp new meanings from his developing vantage point? Recognizing that the public high school becomes the final school experience for a majority of the pupils who enter its portals, what can we do at this level to build on to the framework of experiences begun or developed at the previous grade levels?

Provision needs to be made for teaching human values at all grade levels in the schools of Iowa. There may at times be an inclination to center attention on subject matter content rather than deal with the somewhat elusive and occasionally controversial areas of ideals, attitudes,

habit patterns, and correct conduct. However, the persistent problem remains: "In our present day society with its accelerating changes, what shall we teach in terms of future needs of the pupil?" *Is there any greater gift the pupil can receive than adequate training in moral and spiritual values in order that his future judgments and decisions may be weighed against correct standards of conduct and worthy goals?*

Are These Pupil Characteristics Familiar?

Where could one find a better example of diversity than in the pupils who grace the corridors and classrooms of a typical Iowa high school? Physically, there are the tall and short, slender and obese, those who move stealthily, others

whose very presence is synonymous with bedlam. Here mingled are the handsome and the less attractive, the tidy and the unkempt, the football goliath aside the physically handicapped.

These are but a few of the apparent physical differences. Beneath this youthful exterior, in the mind, heart, and emotions of the youngsters, there lies a counterpart of even greater diversity. For with them they bring to the high school level an accumulation of experiences which make them widely different. The old saying "He is what he is because he has been what he has been," aptly describes the high school student. It is the wise teacher who discerns these differences and accepts the personality regardless of its degree of development. To take this relatively immature personality and help it stretch through three or four years of rich experiences to a point where it reaches goals that measure up to potentialities, is rewarding to the teacher as well as the student.

Regardless of how the high school is organized, embracing either the upper three or upper four grades, there still remains the problem of orientation for the freshman or sophomore. At 13 or 14 years of age these young people often find themselves insecure in their new surroundings. They may demonstrate this insecurity by shyness or overcompensate by being noisy and boisterous. There is a noticeable growth of self-consciousness, coupled with shyness and conversely self-assertiveness.

The more developed 9th and 10th grade girls begin to show increased interest in older boys about the school, while boys of the same age, though developing interest in the opposite sex, lack the courage and confidence to make the appropriate overtures. With the development of sex consciousness perhaps comes a good time for considering moral meanings of dating and marriage and respect for personal moral integrity. The boy at this stage likes to be regarded as "tough" and represses outward feelings of sympathy or weakness. It is the age of "devil may care" attitude.

At the 10th and 11th grade levels, youth become increasingly aware of the restraints and obstacles which prevent them from exercising their own desires. They begin to recognize their possibilities as thinking individuals, and the self-directing personality begins to emerge. Here, too, they begin to have a better concept of the larger society surrounding them and of which they are a part. *Here is an excellent time to help*

students formulate desirable social attitudes and to provide them with considerable group experiences and cooperative ventures. The importance of their individual role to the welfare of society can be stressed with profit at this point.

During the 10th year, pupils who may have been more-or-less indifferent to their dress now begin to observe personal habits of cleanliness and neatness. Some earlier inferiority is giving way to self-assertion and the student will chance new experiences both in and out of school. School loyalties and deeper friendships are more in evidence during the 10th and 11th years.

During the junior year there are especially good opportunities for directing youth in assuming greater responsibility for their own actions. This year is marked by such fund-raising campaigns as those for junior-senior banquets, proms, and class excursions. Outside of school more students are now gainfully employed—perhaps to meet time payments on automobiles, to buy clothing, to save for future education, or to take care of numerous other expenses incurred at this age. Whatever the motive, this new development brings a heightened feeling of independence. *This increased independence, coupled with more pronounced boy-girl relationships, provides many opportunities for training in ethics, courtesy, personal moral standards, and economic responsibility.*

At the 11th and 12th grade levels careers and post-school plans begin to take more definite shape. There may be a strong desire for the immediate job with today's relatively high starting wage, even to the point where some will drop out of school. This, again, may be an opportune time to bring the individual to a clear understanding of quick material rewards on the one hand, and a delayed but more fruitful career that may feature service and benefit to one's fellow man on the other.

Another obvious desire of many juniors and seniors is to excel scholastically, in sports, and in other school activities. Sometimes, it may be a case of recovering ground in the academic area lost during the freshman and sophomore years. The honor roll and Honor Society provide strong motivation for some students in this respect. Students in both of these grades often respond to praise quite graciously and do a much better job of expressing themselves.

Crowning the high school years, seniors from their pinnacle may occasionally reflect a feeling

of condescension toward underclassmen. They may feel that a certain amount of respect is due them. The seniors' short memory, in this respect, permits them to believe that they were never as "green" as the present crop of freshmen and this feeling may manifest itself in aloof and impatient actions toward the 9th and 10th graders. The attitude of tolerance and helpfulness may well be emphasized and cultivated here. With the increased freedom that this ascension has brought, it may be beneficial to help them develop inner self-restraints. Many couples are now dating steady, while those who don't date are viewing their situation as a developing problem. *A wholesome respect for the family institution and its associated activities might be emphasized at this level.*

Thus far the attempt has been made to characterize pupils by various grade levels. Actually, many of the traits are found at all grade levels of high school, and the teaching of the same human values could be done at any level. The student council with its representatives from all grades might be instrumental in developing self-government and could espouse worthy causes such as aid programs for overseas, Radio Free Europe and March of Dimes. Clubs, music groups, and sports, to name only a few, bring together members of all grades and provide them with similar growth experiences.

And where at the high school level would the day dreamer not be present? For many young people of this age, the imagination is actively engaging in future possibilities a good bit of the time. The prudent teacher will move to meet this challenge and direct the activity accordingly. For the athletically inclined, the day dreams may be normalized through an adequate sports program, whereas, for others, it is important to furnish experiences which provide ample opportunity for a choice of ideals. This may be done through a stimulating study of exemplary careers and well selected literature. Providing a fairly large amount of activity in group relationships also seems advisable.

As a parting observation of high school youth let us ask, "Is he really as carefree as some would believe?" Instead, is it not a period when desires, hopes, and wishes become very intense? *Teachers who cannot see behind these false fronts are likely to treat symptoms rather than the cause.*

How Shall We Teach Human Values in Senior High?

On the basis of past experience it seems that human values can best be taught by example and experience. Teachers and administrators play a vital role in providing a pattern of good conduct that students may follow. Real-life situations in school enable the student to embrace habits of thought and action which endure outside the school and after his formal education is completed. Situations which exemplify moral values are infinitely superior to the mere preaching or moralizing of the lessons. *Human values are more likely to be caught than taught.* Better results seem to follow from outgrowths of situations rather than from direct lessons. Does knowledge about right conduct materially increase the probability of right conduct itself? Experience teaches us that knowledge alone is inadequate. Isn't it possible for one to believe in a virtue such as *loyalty* and still violate it in instances which might bring a great personal gain? *It would seem then that correct patterns of behavior result from a large number of helpful experiences and that they should be reinforced by a planned, continuous program throughout the high school years.*

An examination of the practices in Iowa schools shows that many teachers are meeting the challenge provided in the teaching of human values. In the section that follows are to be found instances where such teaching occurred.

That Others May Live!

As a result of some students in civics class becoming concerned about accidents and hazards an action program was begun in their community. It was noted by these same students that much of the sorrow and tragedy of accidents was needless and preventable—such as children crawling into old iceboxes and suffocating. In considering things that could be done, members of the class proposed that a house-to-house survey of their town be made in order to locate and remove the outdoor hazards. The class agreed to this and a committee was selected to plat the town and divide it so that each section might be effectively covered. The class divided into groups and the survey got underway.

In each instance a polite approach was made at every dwelling in order to secure approval of the householder before an inspection was made of the premises. Some hazards were removed immedi-

ately; in other instances, where more time and work were necessary, a courteous request for cooperation in the removal of the menace was sought. A set of notes was kept to record the type and location of the hazard and what action was taken. A consolidated report was later made to the class. In summing up the program it was felt that the students had developed an awareness of the problem, and a willingness to do something about it for the welfare of others.

These Morsels Served a Purpose

In answer to the question "Of course you can't solve the world's problems, but how much can you help?" a senior social studies class, with the help of some seventh-graders and members of the biology classes, made a study of the number of food calories wasted in a typical day in the school cafeteria. The startling amount of food wasted in one lunch period would have fed a child in Europe approximately two weeks under the current ration system. This fact was given publicity by means of photographs and charts prominently displayed throughout the high school.

The senior food committee collected names and addresses of needy families in Europe and Asia and selected those they considered most deserving. Homeroom representatives took over the job of collecting food; weighing, wrapping, labeling, and mailing the packages. By Thanksgiving every homeroom had sent from one to three packages which arrived at their destinations by Christmas. Letters of appreciation received from England, Holland, France, Germany, and Japan told the students that they *had* helped. Not only were forty food packages, totaling 425 pounds, sent to needy families, but a mid-December check-up of the cafeteria showed that the food wasted was only one tenth of the amount as recorded in October.

The "Pen Pal" Route to Better Understanding

*I thought that foreign children
Lived far across the sea
Until I got a letter
From a boy in Italy.*

*"Dear little foreign friend" it said
As plainly as could be
Now I wonder which is "Foreign,"
The other child or me.*

A World History class is motivated to become better acquainted with peoples of other lands. A

list of names of students in other countries who are of comparable age and who wish pen pals is secured from a reliable source. Students are given the opportunity of selecting the correspondent they wish. As a result of the exchange of ideas and information between the students a much broader understanding is achieved. This information is shared with the rest of the class at stated intervals. Occasionally, when aid is needed, the class gathers such things as clothing, school supplies, and money, and shares with their less fortunate friends across the sea.

The Body as a Temple

In a science class the instructor states: "I try to teach that the development of the universe—the laws of nature such as carbon cycle, the nitrogen cycle, the laws of inheritance all indicate the presence of a guiding hand or a Supreme Being. I try to teach that the body is a temple—that alcohol and nicotine are harmful and man should be temperate in all things."

What Does It Mean To Be Grown Up?

A mixed class of boys and girls in homemaking explore the question: "What does it mean to be grown up?" This leads them into a consideration of looking forward to getting a diploma, the various types of maturity, understanding one's self, family relationships, school relationships, and other social situations.

The project is furthered by finding interesting stories of people who have "put the welfare of others above their own pleasure and convenience." Use is made of sociodramas, panels, recordings, cut-off stories and problems which suggest choices of action. Often, reference is made to the part which religion plays in developing greater maturity in thinking and action.

Practicing Courtesy and Fair Play

In a homemaking class the instructor provides areas of study known as "better manners" units which discuss the following topics: acceptable conduct at football, basketball, or baseball games; at picnic, lake shore, church; on the street; in the theater, a drive-in movie, the classroom, the study hall; and passing from one classroom to another.

Fair play is practiced in the distribution of foods in the laboratory; items such as chocolate, nut meats and marshmallows. Sharing the use of such special equipment as the sewing machine,

the steam iron, and special serving dishes, is also observed.

In family-centered teaching all home projects are planned and executed by and with the girl and her family. One object of such planning is to improve family relationships and understanding in the hope that family ties may be strengthened.

The over-all purpose of these units on courtesy and fair play is to create within the individual a feeling of the brotherhood of man regardless of race, creed, or color; and a belief in the fatherhood of God for all mankind.

Developing a Personal Philosophy

Acting upon the assumption that each normal person must eventually formulate a philosophy (set of values) of what he believes or disbelieves, a class in Social Problems undertook a unit called "Man Seeks a Philosophy to Live By." The class and instructor together worked out some "basic assumptions" and formulated the aims of the unit. One method employed to achieve the aims was to examine some of the beliefs of well-known philosophers and leaders representing different lines of thought at different historical periods. The beliefs and work of such men as William James, St. Thomas Aquinas, Albert Schweitzer, St. Francis of Assissi, Norman Vincent Peale, and Booker T. Washington were reported on and discussed. The radio program and book "This I Believe" was also drawn on for selected beliefs. As a culminating activity each student was invited to write his philosophy of life as he interpreted it at the time. This was not mandatory and if written the student did not need to sign his name. Ninety per cent participated in writing of their beliefs and over fifty per cent of those turning in papers identified them by signing their names.

It was the opinion of the instructor that important values were developed in bringing the students to a better understanding of men and women who had given unselfishly of themselves for the betterment of society. The writing of personal beliefs permitted the students to crystallize their thoughts and to contemplate some of the guideposts to successful living.

Did It Just Happen by Chance?

In the study of atoms, molecules, reactions, and other related areas, a science instructor calls attention to the minute details and the perfect operation of all the parts as well as their complete

obedience to all the physical and chemical laws. This gives a class an opportunity to realize that all these things did not just happen but are under the control of a Superior Being who sets up the laws and makes all things to function under them. A tendency to increase faith in God and realize the direct connection between the physical and spiritual is the result.

Showing that many great scientists such as Louis Pasteur were devout Christians gives a class the opportunity to see that spirituality lends to greatness.

Are There Ethics in the Classroom?

Setting:

This project was developed with a ninth grade group of 53 students who came from 28 different grade schools, chiefly rural. The local grade school contributed 13 pupils; the other 27 schools contributed 40 pupils. The class was one in general mathematics. The median IQ (Otis verbal) was below normal. Though no non-verbal test confirmed the opinion, for the most part they seemed to be educationally, not mentally, retarded.

Objectives:

1. To help the students orient themselves to the high school.
2. To help the students orient themselves educationally.
3. To help each student understand himself.
4. To help each student build his own philosophy.

Procedures:

The first week of school was spent discussing what high school could do for the students and what they could do for their school; how their job for the next four years was to grow into adulthood; how they were individuals capable of doing many things consistent with their abilities and interests. The characteristics of an adult were listed in their notebooks as they were discussed: distinguishes between right and wrong, is honest with himself and others, assumes responsibility for his own decisions, profits by his mistakes, distinguishes between the important and the unimportant things in life, develops a philosophy of life, knows the importance of having a quiet time alone each day, etc.

Each Monday morning the students wrote a short paragraph on one of these characteristics

that had been discussed, taking them in the order in which they had first been written in their notebooks. And each Monday morning a digest of what was written the previous week was read to the group. Sometimes a discussion developed, while on other Mondays no one seemed inclined to make additional remarks. The names of the writers were never mentioned. At the end of the first semester the students wrote on what they had gotten out of the first half year of high school.

Results:

Students gave instances of their struggles with honesty, the lack of understanding of and consideration for others, the mistakes they had made and tried to rectify. Some admitted that they felt closer to God when they were alone outdoors, riding a horse or walking over the fields. Many said that they felt better inside when they succeeded in doing something they knew was right.

They were asked to write on the advisability of students in other schools doing this same thing. Following are some of the comments:

"I didn't realize there were so many things to learn before you become an adult . . . writing these down gives you an idea of what these things mean to you . . . I like to write about things in my life . . . if you haven't been doing these things we write about, you have to think about them and practice them and writing them out helps . . . it helps us get along with other people, with school work and with ourselves even . . . it makes me stop to think about these things . . . for instance, if you are writing about honesty, you think of things you have done honest and some you haven't done honest and you try to do better next time . . . it draws (things) to your attention; otherwise you might not think of them . . . when I am writing about those things I am getting things off myself and I feel better when I write about them . . . a person can talk about some of these things that they never could have talked about to anyone . . . one reason would be because the teacher and pupil might have a better understanding . . . you may start to do something that you know (is) wrong and you may think like when you were writing about honesty and you may not do it . . . it gives you something to think about and plan on . . . it helps you develop your own thoughts and put them into

words . . . a short time each day should be allowed so you can think clearly."

In answer to the question of whether summaries should be read the following week they had this to say:

"It helps us to know what other kids our age are thinking . . . it helps me because then you know if your situation is like somebody else . . . to give us other ideas on life . . . I think you are very nice about not reading all the things that are in it . . . we can learn by what they say . . . they might have a different idea than yours and perhaps it is right . . . I have received new ideas by having other people's ideas read to me . . . it is interesting to hear what kind of kids they are and I think they are wonderful . . . it tells us the different points of view."

Evaluation:

An evaluation of this program shows that it:

1. Builds better rapport between teacher and pupil.
2. Gives the student confidence in himself.
3. Makes the student more tolerant of the foibles of students and adults.
4. Helps the student look upon his errors as steps in learning.

Showing Appreciation for Favors

A course in vocations was planned in such a way as to make considerable use of community resources, especially speakers experienced in the field of business. Each student in the relatively small class was responsible for making the arrangements for one speaker. After the speaker had shared his information with the class, a letter was sent him expressing the appreciation of the class. The letters were carefully written and pointed out specific reasons why the class was grateful.

A Search for the Good Life

In our literature class, a unit called "Ourselves" is used to teach moral and spiritual truths. Each story carries its own lesson, and questions are stressed that would provoke pupils to think about these lessons. Through discussion and written work, pupils are asked to apply what they learn to their own lives.

Moral and spiritual lessons in literature, especially poetry and essays, are stressed through discussions in class. The unit, "The Search for

the Good Life" is taught. Panel discussions cover the following topics: integrity, aspiration, self-development, sacrifice, the art of living, inspiration of nature, faith, mission in life, courage and fearlessness in the face of death.

In world literature the moral and spiritual ideals are stressed which are common to all peoples. The result is a consciousness that these values are universal and characteristic of no age.

Extra Class Experiences

There is to be found in the ever-broadening area of extra-class activities a fertile field in which human values may flourish. In many respects a more favorable climate is found here because of the close rapport between teacher and pupil.

Building Better Men

Jim had been an outstanding athlete during his sophomore and junior years but was somewhat of an individual player rather than a team player. During Jim's senior year, the new coach began to notice that Jim did not feel the need for working as hard as the rest of the squad during basketball practices. Grasping the situation, the coach first discussed team spirit and over-all team responsibility and sportsmanship. He made it clear to the team that he liked to win but that winning was secondary with him to the building of good men. Without the mention of names, he made it unmistakably clear that any player who placed personal ambition above the team and school's welfare would be moved to a lesser position. A day or so later Jim found the opportunity to see the coach alone. "Coach," he said, "I believe you meant what you said. I hadn't quite seen it that way before but I do now. You can count on me from now on . . ."

Though Jim had an unusually good year in athletics, his improved attitude was also reflected throughout his whole school program. He became interested in cadet teaching and very likely will one day take his place as a teacher in an Iowa school.

Combatting Teasing

Four boys were great pals, but one of them had gotten into several difficulties because of petty stealing. He came from a fatherless home situation, and money was scarce. The other three boys began to tease Dennis a great deal about

his troubles, causing him to run away and hide out from both his mother and school authorities.

The junior high coach and the school superintendent talked at length with Dennis. They found out that among other things he was being teased to great lengths by his closest buddies. The two men then talked to the three boys pointing out that, without a father and with little money, Dennis was already having more problems than the average boy could bear. Soon the boys recognized the importance of helping Dennis rather than adding to his troubles and problems.

Fortunately, the three boys played their role correctly and soon Dennis's troubles began to vanish so later, when he moved to another community, he had become a well-adjusted boy.

Conducting Lenten Services

For many years our high school has observed Holy Week by having pre-Easter services. Twenty-five minutes is set aside daily for the five days preceding Easter Sunday. The student body and faculty attend the services in a church-like manner. Ministers of all faiths provide much of the true meaning of the Easter season with their inspirational messages.

The Y-Teens and Hi-Y organizations have taken it as their duty to secure five speakers, all of different faiths. Both Protestant ministers and Catholic priests relate the many Easter stories.

The typical service is described below:

As soon as the students and teachers are seated, a religious selection is presented by either a vocal or instrumental group or soloist. The music lends a reverent atmosphere to the service. Following the music, the speaker for the particular day is presented to the group by a member of Hi-Y or Y-Teens.

Many speakers open their messages of Easter with a prayer; others offer a prayer at the end of their message; and others do not offer prayer.

After a fifteen or twenty minute message on some phase of Easter, the speaker concludes his talk and the students are dismissed to resume classes.

Others Are Trying These Plans

1. Funds are collected in homerooms by students who check the money and subsequently turn it in to the business office.

2. A student assistant in the Student Activities Office collects money and is responsible for it for many of the school activities.
3. A Student Senate plan is used whereby each homeroom has a representative with a voice in the student government and planning.
4. Each student has a citizenship card which is rated by his homeroom and classroom teachers. Homerooms with a high citizenship rating are given the choice seats in the auditorium for assembly programs as a reward. This plan came about as a result of student suggestion. Guest speakers comment on the fine behavior of students at assembly programs.
5. The Gaveliars, presidents of each homeroom, have solved the problem of keeping students in line properly for the cafeteria by working out a system of giving each student a number as he enters the line.
6. Every serious assembly program is opened with some Scripture reading and prayer by a student.
7. Assembly programs are aimed at character building, especially just prior to Thanksgiving, Christmas, Easter, and during Brotherhood Week.
8. The Student Council is active in promoting drives to alleviate human suffering—collections for Red Cross, Cancer, Heart Fund, Overseas Relief, and Radio Free Europe.

The Road Ahead

The all-important job of equipping a student properly for the road ahead requires ceaseless effort. It is with this in mind that the above examples of school situations which foster moral and spiritual growth have been included. These illustrations are not presumed to be superior nor are they assumed to be comprehensive. Rather, they represent a sampling of things done and things that could be done in Iowa schools.

It is well known that the development of moral and spiritual values does not happen by accident. A planned, continuous program is necessary to accomplish this end, as well as an alertness to school situations which may lead to this end. It has been said "that a quitter never wins and a winner never quits." So it is with teachers and administrators in today's schools who are incessant in their efforts to help students earn a "higher level of livability."

PART SEVEN

ADVANCING HUMAN VALUES THROUGH NON-CLASSROOM AGENCIES



Every Activity, Even the Buildings, Teach Values of Some Kind

*"Plants are not spoiled by right amounts
of water, air and sunshine."*

Most people want worthwhile things to do, experiences that are happy, and a share of attention and respect from their fellows. These needs are no less important when people are young. In the belief that this is true we have hope for building moral and spiritual values among public school youth.

Among his other qualities, an educated person fit to solve life's problems will have knowledge of vocational opportunities, will understand what work means, will have ability to do some particular job well, and will be able to get and keep a job. This latter ability implies that he can work with others. He will be free from the handicap of race and class prejudice in the everyday affairs of job and community life. He will have a sound

basis in elementary economics; will be able to keep clean and healthy; and will understand his duties as a citizen in the family and in the larger community.

The Board Is Much Obligated

*"Whatever we, as Americans, would bring
to pass in the world must first come to pass
in the heart of America."*

—DWIGHT D. EISENHOWER

Whether character building is to be the first aim of the school and whether the total school environment is favorable to its achievement is primarily the decision of the Board of Education. The kind of people hired, the general organization of the school system, the administration of the school plant, and the school's public relations are

all conditioned by the viewpoint and ability of the members of the Board of Education.

Chief among those appointed by the Board for the administration of its legislative and judicial functions is the Superintendent of Schools. He translates the Board's policies into effective action and provides professional advice in the making of its policies.

Every activity, every remark of the teacher, every relationship of student to student, every subject, even the buildings teach values of some kind. High standards of values need careful nurture.

The Board seeks teachers who are most effective as builders of character. As a matter of policy it gives these teachers the opportunity to improve their work through the careful study of educational theory and of practical school problems. Teachers are encouraged to keep in close touch with community life and develop a board and sympathetic understanding of the changing social scene.

The influence of other school workers with whom pupils often come in contact (custodians, bus drivers, lunchroom employees, clerks) definitely supplements the character building efforts of the school. A sound personnel policy is developed by the Board to reflect this attitude.

No form of school organization is considered fixed or unchangeable. Variations will come as life outside the school changes and as more becomes known about the formation of personality. Final success of any plan depends upon the intelligence, sincerity, and energy of the operating personnel.

Why We Want to Work

(Esprit de Corps)

*"Be not simply good
Be good for something."*

Staff morale is high and pupils consider school a "nice place" in those communities where parents, officers, administrators, teachers, additional school employees, pupils and other citizens have a commonly understood and accepted educational philosophy. Here, too, each particular school has some aims which are unique to it, and all concerned participate fully in a balanced program which does not exploit anyone. This implies that all are helped to move ahead in wisdom, in stature, and in favor with their associates and their Creator.

The efficient school is of sufficient size to obtain a reasonable degree of specialization in members of the school staff and the broadest feasible program of pupil activities for the money available. Class size is small enough to permit careful attention to the interests and problems of each individual child. Clerical work, supervision of out-of-class activities, and home visitation are planned to avoid overload.

Teachers are placed according to what they can and like to do best. They are well-prepared and fitted for their jobs.

*"... she perceives teaching to be a
spiritual process,
as character-forming must ever be,
and hence she comes to her school
eagerly intent on individual lives,
purposed to seek them out,
persuaded she has virtue to impart."*

—JEAN MITCHELL'S SCHOOL

Some of the methods used in the stimulation of confidence, competence, and cheerfulness are: frequent briefing periods, pleasantly done, directly or over the school intercom; morning devotional programs; use of special days with programs planned and conducted by pupils; return of graduates to tell of valuable experiences since leaving school; welcoming of new enrollees and visitors by appointed pupils; special parent programs; frequent expression of appreciation by student groups, teachers and directors for services and benefits in which they have shared; well-written and edited school news in the local paper; a regular newsletter for parents from the school; and a school calendar for the homes and business establishments of the community.

Carl Heyel in his book, *How to Create Job Enthusiasm*, says,

"Job enthusiasm is an automatic totalizing by employees of a host of instincts and reasons into the one overpowering idea that what they are doing deserves and demands to be done well. Its outward manifestations are: The mail-must-go-through attitude; the 'we' attitude; spontaneous discipline; cheerful and smiling employees. There are five things to keep in mind in its promotion. Job enthusiasm goes on inside of people; it is often apparently not susceptible to the forces of logic. Management can never say, 'There is adequate job enthusiasm in our organization.' The stimulation and maintenance of

job enthusiasm is altogether a management responsibility. Job enthusiasm is something management can almost have for the asking: Employees are people."

Some school leaders believe that an achievement record (an inventory of skills) with the diploma of graduation could be valuable in motivating the good attitude. Success and achievement should always be encouraged. Use of marks, contests and awards (symbols of accomplishment) *could* emphasize services to school and community and the surpassing of one's own previous record, rather than beating others.

Tests, carefully planned, should be used to measure advancement. Pupil accounting (continuing and permanent, all through school) used intelligently (no mass of unused and useless details) would promote and guide pupil progress and welfare. **PERSONAL MATTERS ARE KEPT CONFIDENTIAL ALWAYS.**

In the good school pupil needs always have priority over administrative convenience. Flexibility for needed adjustment is a part of the program. Individual differences are not emphasized to the point of embarrassment. Expert guidance and counseling are more important than any plan of classification.

Honesty and "playing according to the rules" are always favored. *Doing good over being good* is emphasized. Make awards for right action. School work should never be assigned as punishment. Avoid BLACK and WHITE, IMPERFECT and PERFECT, BAD and GOOD concepts of behavior. And it may help to understand that "Education is lighting a lamp—not filling a bucket."

Our School Plant Is a Pleasant Place

(Buildings and Grounds)

"Order is Heaven's first law."—POPE

"Cleanliness is, indeed, next to Godliness."—WESLEY

Any workshop should meet the needs of those who use it. It should be designed for usefulness, comfort and beauty with plenty of space inside and out. The school plant is the workshop of the pupils and the adults who are associated with them. A clean and orderly place of work is evidence, according to C. F. Kettering and Henry Ford, that what is being done there is of a high order.

Among ways to inspire human values through the school plant is helping each individual to want order and cleanliness. Custodians are selected for good character and their ability to work. They are alert, with a sense of timing, knowing what needs to be done, why and when.

Custodians should receive regular in-service training and supervision. Teachers, too, will need inspiring briefing from time to time. After considerable discussion and planning, groups of pupils will serve on committees of inspection. Not all decor in buildings is permanent, thus permitting projects in redecoration: murals, pictures, exhibits. Surroundings and equipment are "fool proof," thus avoiding vandalism. If any defacements occur, immediate removal avoids harmful contagion. Accumulation of stones, bottles, sticks, and paper about buildings and grounds should not be tolerated. In some schools the organization of a "Vandal-Anti" club has been helpful.

"A place is in order when there are no unnecessary things about and the necessary things are in their proper places."

—DR. HARRY MYERS

A "Case" for Used Books

(The School Library)

"Literature is the written record of man's best thought and feeling."

—ANONYMOUS

More than 3000 years ago there were notable libraries in the world. Even with this great background there is still need for much thinking on how books may be used most effectively. Steps to accomplish this end may include recognition of the library as an integral part of classroom work; teaching pupils how to use books and libraries; training teachers in the purpose and use of library materials; obtaining the best use of books by pupils through the in-service training of teachers and librarians working together; encouraging pupils to use the library individually; exhibiting classroom-made materials in the library; telling pupils of books that might interest them; and illustrating notebooks, themes and posters with pictures and diagrams made by pupils themselves to prevent abuse of library materials.

The good teacher's enthusiasm for books is contagious and carries over to the children in

their classes. Such enthusiasm is clearly pictured by Paul Tripp in *Reading Is Fun*:*

"Seems to me a book is about the most perfect friend anybody ever invented. A book is never out somewhere when you want it but always at home waiting for a visit from you. And if right in the middle of a visit you get tired, why you don't have to be apologetic, just put the book down and tell it you'll see it later. Now, that's what I call a friend. Want to go somewhere? Well, you don't have to do much coaxing—just find the right book and it'll gladly take you anywhere your heart desires: to Africa, to the West, to the stars, even to the bottom of the sea if that's where you want to go. And if you feel like staying up late, well, a book's the one friend who'll never start yawning in your face. It'll stay up with you as long as you like and never complain once. Take Robinson Crusoe when he was marooned on his island, he felt as low-down as any man could until he found some boxes full of books which had washed ashore. He said he just laughed out loud. He knew, marooned or not, he'd never be lonely. He had his best friends around to while away the years."

Healthy Living Every Day

(The Work of the School Nurse)

"The teacher's health is basic to the mental health of children and this, in turn, is the main hope of a frightened world."

—BULLETIN NATIONAL ASSOCIATION OF
SECONDARY SCHOOL PRINCIPALS, May 1953

Among the good things that happened when Willis A. Sutton was Superintendent of Schools of Atlanta, Georgia was the great improvement in behavior by many pupils through an active dental health program. Other phases of the school health program have equal contributions to make.

The public health nurse serving in the schools has the responsibility of co-ordinating all health information which concerns every child. Among many fine contributions she can make is helping teachers relate health instruction to specific needs of children.

As a member of the school health team the nurse has a part in the maintenance of standards

of school sanitation and safety. Other aspects of the school program to which she may give attention are teacher-pupil relationships, and their effect on emotional, physical and social well-being.

All school personnel (including pupils) must be "fit" to work, to teach, to learn. This demands mental as well as physical health. *Mental health has its basis in the possession of a purpose—of having a task and a logical amount of liberty in getting it done.*

Good teachers can be helped to be still better if administrators will provide more clerical assistance, avoid unnecessary interruptions, limit extra responsibilities, give sympathetic supervision, and be generous with deserved approval and recognition. Mutual respect and encouragement among all school personnel is desirable.

"A merry heart doeth good like a medicine."

—PROVERB

"Health is that quality of life which enables one to live most and serve best."—JESSE
FEARING WILLIAMS

"The best test for a sound mind in a sound body is to do the right thing at the right time."—ANONYMOUS

Four Thousand Moving Classrooms

(School Bus Transportation)

"An amazing amount of learning takes place on the school bus."

In the year of this writing there are over 4000 public school busses in Iowa, moving children from home to school and back again.

Whether this pupil experience is good or bad or in between is decided by the thinking of administrators, teachers, drivers, parents and the pupils themselves.

Possibilities for using the bus for more than transportation are evident in this story, taken from the students' news page in an Iowa county weekly newspaper.

A TYPICAL MORNING ON BESSIE NO. 4

Fun, courtesy and all around good will are the making of a bus load of happy "schoolers" every morning and evening. Bus No. 4 driven by good-natured Charles Lamb, sets a pattern.

Mr. Lamb leaves home about 6:30 every morning (yawn), heads east on Highway 34

*Tripp, Paul, *Reading Is Fun*. Beachware, Children's Book Committee, New York, 1952. pp. 2-5.

and stops four miles out for his first passenger, Carol Gardner. Then south, north and back to the highway he collects quiet Everett King and two neat little tricks, Joan and Bonnie Sheesley. To the east, another early morning guest, Anita Diehl. Goal, Ottawa! A hearty laugh perks the early dawners when blonde, full-of-fun Sharon Horton gets on.

Watch out! That's just Peggy Frizzel zooming to the third seat from the front to save for her cousin and pal, Mary Manley. One, two, no, three of them! That's Condon Clark and his twin brothers Roger and Roland.

Ottawa at last! Here red-haired but mild-tempered Mary Ann Evans and Karen, "old junior-class-play herself", ascend the steps. Things are pretty lively by this time.

To the north now. Wilbert and Laura Smith climb aboard. Mary Manley fills the seat saved by coz, Peggy Frizzel. Next, the little Miss that is allergic to two-toned Fords, Sue Powell. Ron Henry, who seems most unwilling to be left only a front seat, takes his place. Here another comes, big smile and all. That's Harley Pippin. What's this? Four feet stepping out of a pickup. Oh, yes, that's neat, trim, and happy Norma Johnson and good-natured, fun-loving Joyce West. What a life! Old Bessie No. 4 is slowly heading for town.

Then, "Hi, everybody!" is heard from sparkling-all-over "Marg" Hoffman. Now where are we? Texas? No, it's just Phil "ride-'em cowboy" Townsend and "live-and-be-happy" Dick Griffin. Just one more and then Bessie No. 4 will be loaded. Yes, here he comes, Marvin Blanchard. Between Marvin and Sharon "giggles" Horton it's a really lively trip.

Ah, school, what a lovely sight! Quickly all are out. The journey is ended with everyone in high spirits for the day.

—Carol Gardner

As joy or sorrow—the high or the low spirit of home—may come with the children on the bus in the morning, so the afternoon trip brings together reactions to the day's events at school.

As related in the 1953 Yearbook of the Department of Rural Education,* page 51, "The group

(on the bus) may well symbolize a cross section of American life. Yet in these variations genuine acceptance of contributions of individuals to the total group makes for a personal adjustment among those who might otherwise have reason for withdrawing. The family background of a rugged football player is forgotten as he becomes a symbol to his group of health and courage. The undersized but studious boy grows in stature when he becomes the one to whom they turn for explanation of the finer points in a lesson in history. The overweight girl is songleader to the group and becomes a choice seat partner. Those who live up the farthest hollow and those who live in the palatial farm homes become accepted for what they are and for what they may contribute to the group living."

The transportation of pupils is but one of many services in our public school program. It is important and it is still growing. It is made still better when each school regularly evaluates its plan of operation.

Among its contributions to the advancement of human values are giving unity to improvement of instruction; developing regularity and promptness in pupil living; achieving personal responsibility for acceptable behavior standards; providing a workshop in ways of democratic living; and building appreciation for home and community.

The bus driver is the most important single part of the school transportation program. If he is the right man—the pupils in his charge are safe; travel in a good emotional climate (at least equal to that of the classroom) and morale is high.

In addition to skill and ability as a driver he is selected because he has a character beyond reproach, and because he is reliable and honest.

Some of the ways schools have improved their transportation programs are by setting up systematic plans for teaching pupils to be safe bus passengers; organizing a "home-bus" program; providing a teacher-counselor for each bus group; holding meetings of pupils with drivers and counselors; appointing student assistants to drivers; developing operating directions for drivers; giving in-service training to drivers; supervising drivers with a positive approach; protecting school bus from abuse; keeping school bus clean, in and out; recognizing high quality driver services; occasional riding of the bus on regular

*Available from the National Education Association, Washington 6, D. C.

route by teachers and administrators. *The value of a high standard transportation program to good public relations is nearly immeasurable.*

Engagement for Lunch

(The School Lunch Program)

"We are what we eat."

The school lunch period is an enjoyable social time for all who share in it when food, tableware, other furnishings, time, and personnel are never less than adequate and all are adapted to each other.

When family-sized groups of friends eat together in a pleasant, unhurried atmosphere—they are truly good companions in all their work of the day.

As in most similar situations desirable achievement depends first on personnel. A good teacher-supervisor, who sees in the lunch program another opportunity to enrich the education of children, may well be placed in charge.

The personality and method of one individual have been proven superior to the exchange of duty among several teachers throughout the year. Of course, such a person should have his teaching load lessened correspondingly.

Among arrangements and procedures found helpful in building human values through the school lunch program are: scheduling groups to avoid long waiting in line; orienting younger children by teachers and older pupils in handling tableware, in passing through the serving line, in being seated, and in returning dishes; demon-

strating correct table manners and other lunchroom etiquette; children taking turns as hosts and hostesses at each table; and arranging for celebrations of special occasions such as birthdays and holidays. For such occasions planning is done by the pupils with attention given to details of decoration, use of flowers, returning thanks, recognition of guests, conversation, and providing music softly played. The lunchroom should be free from loud or disturbing noise. Acoustical treatment is desirable.

In Summary

Sometimes minimized or neglected, in our concern for the more academic phases of the school program, are a number of non-classroom agencies that are of crucial importance in the development of human values. School boards, administrators, and teachers will find that thoughtful attention given to special services such as school bus transportation, the library, the cafeteria, and custodial functions will pay rich dividends in terms of the well-rounded development of the pupils.

In the preceding pages a number of specific ways for improving these special services have been suggested. Many of these techniques are unique. All of them bear promise of being effective in the development of important human values—thus they merit a wider and more systematic application in our Iowa schools.

It is hoped that many local schools will see fit to use the ideas contained herein as a springboard for strengthening human values through the medium of the non-classroom agencies.

PART EIGHT

HUMAN VALUES ARE STRENGTHENED BY HOME-SCHOOL TEAMWORK



The School and the Home Are Partners in the Building of Human Values

The Need for Orientation in Human Values

The school is concerned with human problems, which, if they are to be solved, require an orientation in the realm of human values. The school's responsibility is the identification of the desirable human values upon which children's school experiences are to be based. The school, of course, cannot identify the values as an independent agent, acting in isolation from the rest of society. The nature of the task requires reference to the child, to the home, and to the school itself. It is only through teamwork that those values deemed desirable may be agreed upon. The school, then, is faced with the task of encouraging and promoting a two-way process of cooperation with the home, in which the school and the home may help each other in the building of human values in home and school living.

Such an effort must be entered upon consciously by the school, as a program with a clearly defined purpose. The school, in determining the curricular experiences of children, must inevitably make choices, must decide what is to be included and what is to be left out. A school which makes such selections without first determining value factors worth striving for is making a dangerous assumption. It is apparent that the school and home share a common responsibility and a common concern in the development of values by which the child shall live.

Parents Can Reinforce the School Program

Imbued in modern educational thought is the conviction that the parents of school children may serve as rich resources of information, understanding, and cooperative effort which the school

may profitably call upon. Currently, much effort is being expended in developing greater knowledge and skill in ways of working with parents, ways by which the resources of the home may be called upon to reinforce the school program, to the greater benefit of the child. *Teachers are becoming increasingly alert to procedures by which parents may be of greater help to teachers and thus to their own children.*

The child, as does everyone, lives in several worlds at once. The greater the measure of communication, understanding, and common effort shared by the home and the school, the greater is the assurance that the child will develop confidently and permanently the values which society recognizes as implicit in happy, constructive living.

The Parent-Teacher Conference Promotes Cooperation

The parent-teacher conference has in the past few years emerged as a practice of great promise for more profitable cooperative effort by school and home. In the parent-teacher conference, not only does the teacher give information of the results of school experiences in a greater scope than the written report card permits, but the teacher receives from parents information about the child which he can receive in no other way. In the conference the teacher may deal with individual problems in understanding the school program. In looking to the school for information about the development of their children, parents ask, in many different ways, four questions:

What can my child do?

What does my child know?

How does he feel about others?

How does he feel about himself?

The teacher can answer these questions for parents with a fullness which no one else can achieve. In the conference, the teacher can interpret child achievement and child behavior in terms of their significance, and in light of the experiences which the child has known at school. Here the teacher can explain what the developmental and educational values of specific school experiences are.

Teachers, as professional persons, are expected to possess considerable understanding of the principles of human development, and to apply that understanding in guiding children. Parents, too, are experts in child development—their child's

development. Teachers make use of the conference period to learn what the parent knows about his child. Such knowledge can be used with much profit by teachers in the classroom. Teachers who make an effort to grow in competence in conducting conferences can learn what parents want for their children; can enlist an understanding support of the school's efforts.

The parent-teacher conference is a situation which may most easily become a scene of genuine cooperative effort and teamwork in planning. An agreement on desirable values for home and school living will inevitably be an outcome of an effective program of parent-teacher conferences.

The Parent Teacher Association at Work

A recognition of the Parent Teacher Association as a basic medium for parent and teacher teamwork is increasingly being observed. Both in the general parent-teacher meetings and in the more informal and intimate homeroom meeting, parent teacher associations are playing an important role in strengthening the total school program.

The parent group meeting may serve several purposes, and school people, as specialists in group meetings are looking to the PTA meeting as a means of serving at least two of those purposes: an opportunity to give information to parents about the school program, and an opportunity for parents to express their concern for the school program. The PTA meeting, which has lain fallow for many years in some schools, or which has suffered misuse and abuse, is now increasingly cultivated for the rich harvest it may bear in improved education for boys and girls.

In many schools, for the first time in years, parents are being encouraged to participate in discussions, and to express their curiosity and their interest in the school program. School staffs are using the PTA meeting to explain teaching methods, educational goals, and the curriculum to parents. Teachers have learned that when parents are given a realistic view of the substance of the educational program, they form the most attentive audience to be found.

Parent Study Groups Also Serve

Schools may sponsor and guide parent study groups, that parents may more easily recognize their common problems, and may together work

out ways of dealing with them. The school's role in the parent study and discussion group is an especially vital, though inconspicuous one. Here the teacher's function is to encourage parent participation in identifying areas of concern, not to serve as an expert in child guidance. Problems of the home and neighborhood are subjects for discussion. When the occasion requires it, the teacher may furnish, in the name of the school, publications which give information and support to parents. In the discussions the teacher may learn what are the values which families live by. Most logically, the school is the one community agency which may serve by bringing parents together to consider ways of guiding their children.

School: A Focal Point of Community Leadership

School support for neighborhood projects related to the out-of-school life of children may be a desirable aim of teachers. Here again is an aspect of community living in terms of values agreed upon which the school may encourage. The school is the obvious social agency to serve as a focal point of community leadership.

Clearing Up Misunderstandings

An immediate need in many communities is a clarification of understanding by parents of the purposes of education, and of the means by which schools are attempting to achieve those purposes. Several areas of misunderstanding, and hence, disapproval are commonly met in many communities. Such misunderstanding often results in unnecessary conflict, with inevitable injury to the child. *The desirable values which children develop and practice will in a great measure be the consequence of the degree to which the school and the home work together in understanding and acceptance.*

In the areas of skills and understandings to be learned by the pupil, there is currently some confusion as to the respective functions of home and school in teaching them. In some schools, for example, parents are encouraged to help their children in learning to read; in others, parents are given definite instructions not to teach reading at home. An understanding of the processes involved in learning to read, communicated to parents by the school, will resolve an unnecessary conflict. If parents are to respond constructively

to the efforts of the school, they need to know not only what is done, but also why it is done.

A lack of understanding may lead to contradictory or conflicting efforts at home. Some schools, for example, have developed pupil progress reports as genuine reporting systems, rather than as devices for reward or punishment. Parents, who are allowed to remain in ignorance of the true purpose of reporting, are unlikely to respond in ways which will reinforce the efforts of the school. And, most importantly, *whatever a school is attempting to foster in the way of development of human values is reflected in the reporting system.*

Pupil participation in determining, with teachers, what the school environment and program will consist of has become a significant feature of modern education. Through this mutual planning many desirable human values such as concern for others, self-reliance, acceptance of responsibility, and creative expression are developed. Because parents have not been informed of the importance of pupil-teacher planning to the development of these and other desirable human values, pupil participation has often been subjected to much unfortunate misrepresentation and misinterpretation.

Pupil grouping and promotion practices have undergone some significant changes in recent years. These changes have been brought about in an attempt not only to improve the quality of learning, but also to enhance the development of desirable human values. Parents, generally, have been helped very little in learning the reasons for the changes. Here is an area in which home-school conflict may result in unwholesome emotional environment for children.

The tremendous growth in the number and variety of experiences offered to children in schools in recent years is a source of some confusion to parents. Charges of educational frivolity, of indulgence in educational frills are not unknown. Explanation to the point of acceptance, understanding, and approval must be made to parents. The school is the only community agency qualified to show that the expansion of the curriculum has significance in the development of human values.

Currently there is much emphasis in education upon the importance of group living. Some parents find this emphasis a cause for concern. They are apprehensive that group living may be emphasized at the expense of individuality. To the

extent that teachers lack understanding of the factors involved, parents may have just cause for concern. An exploration of the meaning of individuality, and an understanding that individuality is encouraged, fostered, and enhanced through intelligent guidance in group living should do much to allay parental anxiety. It is up to the school to help parents understand and feel that human values are inherent in successful group living.

The change in the role of the teacher, from that of stern taskmaster to one of friend and guide, is one which is not completely understood by all parents. In some areas the change is looked upon as an abdication of professional responsibility and authority. Aside from the diminution of status for the teacher and the profession, injury done the child in the development of desirable human values may be of monumental proportions. Such a problem, where it exists, calls for effort by the school to raise the level of home-school cooperation and understanding.

Cooperation Implies a Five-Part Task

These, then, are some of the problems existing as challenges for the home and the school in work-

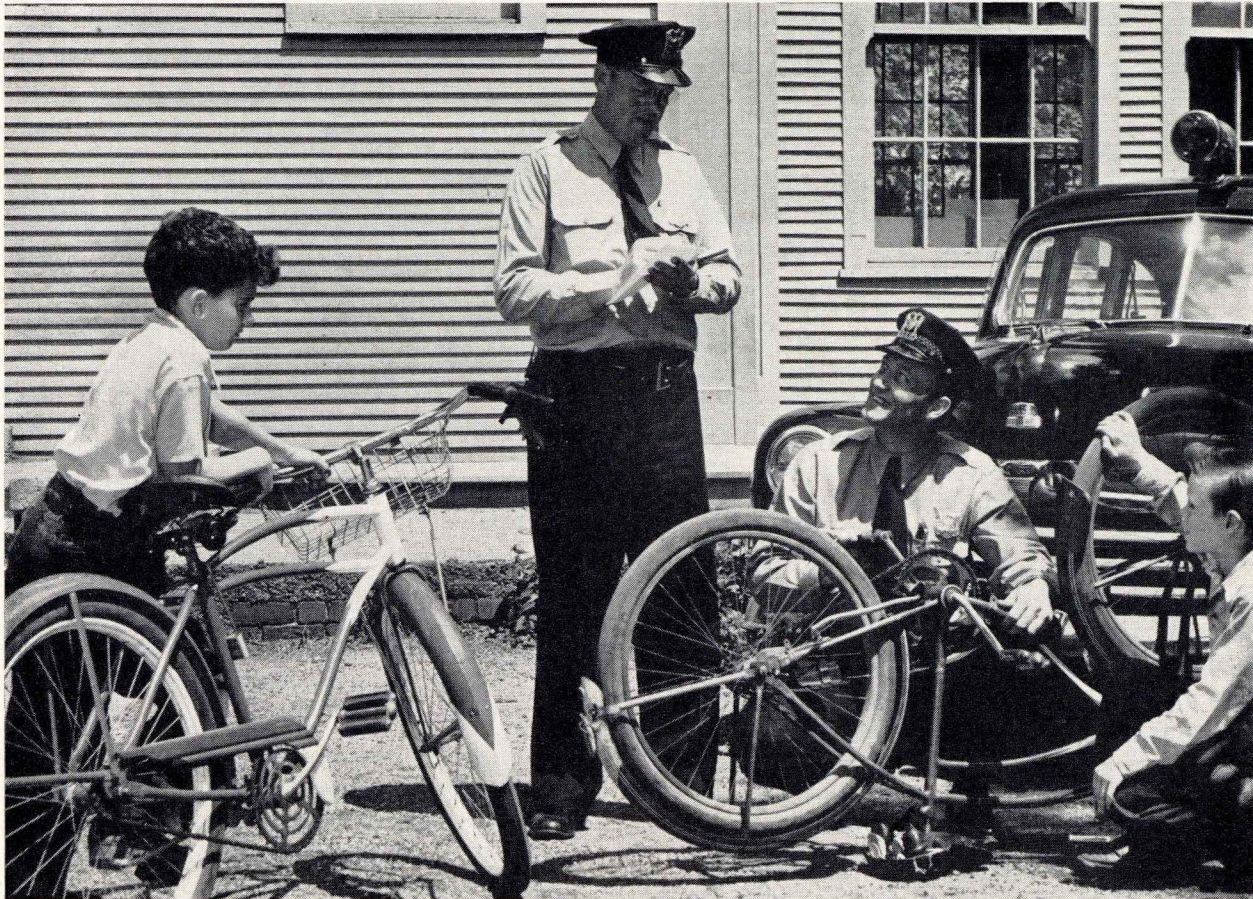
ing together to foster the development of acceptable human values in children. And facing up to these challenges implies the acceptance of a five-part task:

1. To identify and agree upon desirable human values.
2. To develop ways and means by which human values may be enhanced through home and school living.
3. To interpret school practices in terms of the human values present.
4. To show parents the importance of home response to school practices.
5. To evaluate together the effectiveness of home and school practices in terms of value development.

Home-school cooperation, while an indispensable goal, is not one which may be achieved once and for all. Home-school cooperation is another of the many objectives of education which must be worked for steadily and continuously, with a recognition that wherever there are human beings, there will be human problems. Those human problems can and will be solved only as our schools and homes focus their concerns and efforts upon human values.

PART NINE

COMMUNITY AND SCHOOL ARE FORCES IN VALUE DEVELOPMENT



Human Values Are Molded by Community Forces

Relationship of School and Society

The human values that are cherished by parents and schools are related directly to the culture pattern accepted by the parents and the school. In the schools and homes of England, royalty is given due respect and reverence, while in the schools and homes of the United States the concept that "every man is a King" has wide acceptance. The difference in values is not biological but resides within the system of values that is unique to each national society.

The relationship between the school and society has been fully explored by Edwards and Richey

in their book, *The School and the American Social Order*.*

"Education at any given time or place is in large measure the product of the civilization of which it is a part; however much it may be influenced by custom and tradition, it is always sensitive to contemporary social forces. It is not too much to say that social forces beating in on the school from without in the long run determine the essential tenets of its philosophy, the degree and kind of ed-

*Edwards, Newton, and Richey, Herman G., *The School in the American Social Order*. Houghton Mifflin Company, New York, 1947. p. xi.

educational opportunities that will be afforded the various social classes, the content and organization of the curriculum, the preparation and status of teachers, the sources of financial support, the agencies of administration, and the form of structural organization which the educational system takes.

"The purpose of educational institutions is to prepare the learner to participate intelligently and helpfully in the social order of which he is a part. But society is rarely static for any long period of time. New social classes emerge and seek to shape events in their own interest; the prevailing ideology is modified or supplanted by one essentially new; political and economic power passes from one dominant element in society to another, the role of government is modified, and new political institutions emerge; the whole pattern of economic life may be greatly changed by technological progress; and the whole society may be transformed from one that is essentially religious or ecclesiastical to one that is essentially lay or secular. When changes such as these occur in the social order, the old educational institutions may function so inadequately that they prepare youth to take their place in a society that no longer exists. There is a tendency for educational policy and practice always to lag behind contemporary social change. When the lag becomes too great, educational reformers and statesmen usually set about bringing the school up-to-date by redefining its goals, reorganizing its curriculum, and changing its methods. Yet the dynamics of educational change is to be found, not primarily in the work and influence of educational philosophers and reformers, but in the social forces operating in the society."

Since the home and the school, as well as individuals, are influenced by the social forces that exist at any one time or place it is necessary to understand what these forces are, their influence upon the development of human values, and the schools' role with respect to the forces.

In a recent year book of the American Association of School Administrators, *Education for American Citizenship*,* the committee prepar-

ing the material analyzed community elements in the following way: 1. Community agencies, 2. Organizations, 3. Outstanding personalities, 4. Unorganized persons, and 5. Forces. They then went on to describe the elements in the community that influence behavior as follows:

"Community agencies—In most communities there are educational character-building, and welfare agencies that come in helpful contact with the school child, or could do so with the cooperation of the schools. Churches, health departments, welfare departments, recreation departments, commissions on human relations, juvenile courts, libraries, scout programs, mental hygiene clinics, juvenile protective associations, museums, art galleries—the larger and more urbanized the community, the more likely that all such agencies will be available. In rural communities, services may be available on a county, regional, or state basis; the 4-H and Future-Farmers and Future-Homemakers programs are also well established for rural youth. The Grange, Farm Bureau, farm demonstration agents, and home demonstration agents are also interested in rural youth. Such groups as these have much to offer in marshaling community forces for citizenship education.

"Organizations—The parent-teacher organization has already been mentioned. Some of the community agencies mentioned above are also membership groups. But there are still other associations with broad programs that include education, child welfare, or citizenship as only one of several interests. Such groups as the service clubs, women's organizations, veterans organizations, fraternal organizations, civic organizations, labor unions, and many business organizations deserve recognition. They not only may contribute significantly to realistic planning for citizenship education but also can help by keeping their large memberships informed through much participation.

"Outstanding personalities—Every community has its individuals whose decisions make things happen. These people are influential in their own right, through social or political status, wealth, previous service in community organizations, or other cause. They may include such persons as a highly

*American Association of School Administrators, *Education for American Citizenship*, 32nd Yearbook. The Association, Washington, 1954. pp. 78-80.

successful business man, the mayor, a leading physician, a popular minister, a labor leader, a social arbiter, a capable PTA worker, a political boss, or other types. In one way or another such leaders should be informed of the aims and problems of the community's program for citizenship education and, if possible, they should share in the thinking and planning that may lead to improvement.

"Unorganized persons"—Outside all associations and cooperative efforts at civic welfare, are the people who belong to no organization or hold only nominal memberships in one or two. For some of these people, frail health or heavy personal or vocational duties account for their not taking part in the cooperative activities which a self-governing country may rightfully expect from its citizens. There are others who just want to live as comfortably as possible and to be let alone. Many of them do not vote. They cannot be represented in community planning because they would not participate. But they must be remembered and reached if possible. To the extent that programs for the vital improvement of citizenship education succeed, there will be fewer indifferent, apathetic citizens in succeeding generations.

"Forces"—The average American community today is influenced in many ways by forces that have little if any formal organization locally and yet are potent factors in local civic life. The agencies of communication and recreation, such as motion pictures, radio, television, magazines, and books are examples. Negative forces also exist."

Not all of the community elements that are mentioned in the above listing equally influence the development of the individual's sense of human values. Since they are not all equally influential, only the role played by religion, and mass communications forces will be analyzed in any detail. Because all of the community elements are not being considered does not mean that their respective influence on human behavior can be minimized. In some instances, the extension service director may exert more influence upon the behavior pattern of a boy or girl than any of the elements that are to be studied. The relative influence of any one force on any one individual is extremely difficult, if not impossible, to determine. It is necessary, therefore, to think in terms

of many forces in motion at the same time influencing the behavior of our young people.

Religion and the Public Schools

One of the greatest triumphs of the creative ability of man has been the development of the free public school system that has evolved in the United States over a period of one hundred and fifty years. It is a glowing tribute to those that believe and to those who did believe that if boys and girls could be educated civilization would benefit greatly. The struggle for free public schools represents a triumph for the spirit of democracy, for in a democratic society men must be free to think. To be free to think, man must be educated.

The development of free public education in the United States did not come about without an heroic struggle by many leaders in many different fields. It needs to be remembered, however, that the American public school of today was founded upon the religious schools of the colonial past. Edwards and Richey* have put it this way:

"The religious tradition in education was transplanted to America in its full vigor and its roots struck deep in American soil. For more than a century, indeed during most of the colonial period, religion furnished education its most dynamic motive. The content of the curriculum at all levels was profoundly affected by the religious ends education was made to serve, and the administrative control of education was directly or indirectly influenced by ecclesiastical authority."

The first so-called public schools in the colonies were established so that the boys and girls of New England could read the Bible and in that way understand the principles of religion. It was in 1647 that the elders of Massachusetts developed their now famous pronouncement:

"It being one chief project of that old deluder, Satan, to keep men from the knowledge of the Scriptures, as in former times by keeping them in an unknown tongue, so in these later times by persuading from the use of tongues, that so at least the true sense and meaning of the original might be clouded by false glasses of saint-seeming deceivers, that learning may not be buried in the graves of

*op. cit., p. 19.

our fathers in the church and commonwealth, the Lord assisting our endeavors, . . .

"It is therefore ordered, that every township within this jurisdiction, after the Lord hath increased them to the number of fifty householders, shall then forthwith appoint one within their town to teach all such children as shall resort to him, to read and write, whose wages shall be paid, either by the parents or masters of such children, or by the inhabitants in general, by way of supply, as the major part of those who order the prudentials of the town shall appoint. And it is further ordered that where any town shall increase to the number of one hundred families, or householders, they shall set up a grammar school, the master thereof being able to instruct youths so far as they shall be fitted for the university. Provided that if any town neglect the performance hereof above one year, that every town shall pay five pounds to the next school until they shall perform this order."

It is very clear that the early schools in the United States were in reality religious schools supported to some extent by the state and to some extent by the Church. The religious nature of the early schools is best indicated by a look at the curriculum used in the schools. The basic subject matter stemmed from the Bible and supplemental material was used because it would make it easier for the boys and girls to understand the Bible. The *New England Primer* was the book used by the youngsters to learn to read, and the alphabet with letters and pictures was taught in this manner:

- A — In *Adam's* Fall
We sinned all
- B — Thy life to mend
This *Book* attend
- J — *Job* feels the Rod
Yet blesses God
- P — *Peter* denies
His Lord and cries

Through the *Primer*, sentences from the Bible were taught, and numerals were taught by direct reference to Bible chapters, verses and Psalms.

It was in these town-supported, religiously-oriented schools that the foundations of the free and universal education that now pervades in America were born and nourished.

The colonial period ended in the Revolutionary War and a new nation with bold ideas took its position among the nations of the world. Here was an almost totally undeveloped nation with a vast wilderness to be conquered and tamed. Here was a new nation nurtured by men who believed that freedom was a priceless possession to be attained and guarded. Here was a new nation that was founded by men of many religious faiths and not dominated by men of any one faith. Here was a nation that believed so strongly in education that one of its first acts (in the Continental Congress) was to require in the Northwest Ordinance of 1787 that there "shall be reserved the lot No. 16, of every township, for the maintenance of public schools within the said township; also one-third part of all gold, silver, lead and copper mines, to be sold, or otherwise disposed of as Congress shall hereafter direct . . ." The belief that education was a function of the state and not of the Church was indeed a bold new concept, and it did not gain ready acceptance in the post-Revolutionary War period and it still does not have acceptance by some Churches. The right to have this differing point of view is recognized in our American democracy.

The divorcing of public education from ecclesiastical control did not come about because of the efforts of one man although the efforts of Horace Mann cannot be minimized, nor did it come about because one religious group desired to see the change take place. It came about in this new pioneer nation because many competing sects settled here, because the expansion of trade and commerce created new educational demands, and because the American way of life was affected by the changing patterns of living that evolved at the end of the 18th century and the beginning of the 19th century. Not one but a combination of many factors created the free public school system to be found in the United States. It was Horace Mann, however, in the middle decades of the nineteenth century who pointed out that the public schools are not irreligious or heretical institutions.

Out of the unfolding historical drama played in the United States there has been created a concept of free public education designed to provide educational opportunities for all boys and girls. This is not a static concept but a living organism that grows each year, it is a concept that recognizes the importance of religious education for every child. At the 1950 Mid-Century White House Conference on Children and Youth the following

resolution was adopted and it represents a precise statement of attitude defining the role of religious education and the public schools:

"Recognizing knowledge and understanding of religious and ethical concepts as essential to the development of spiritual values and that nothing is of greater importance to the moral and spiritual health of our nation than the works of religious education in our homes and families and in our institutions of organized religion, we nevertheless strongly affirm the principle of separation of church and state which has been the keystone of our American democracy and declare ourselves unalterably opposed to the use of the public schools directly or indirectly for religious educational purposes."

Public school teachers and administrators are left with the responsibility of making the concept of the separation of church and state work for the benefit of all the boys and girls of each community. The public schools are not irreligious and have never been irreligious. Public school personnel are engaged in this one hundred fifty year old experiment that has helped produce one of the greatest civilizations in the history of mankind. Truly it cannot be said that the concept of the separation of church and state, the divorcing of religious education from public school education, has resulted in the degeneration of the American nation. Religion in the United States has remained a strong force in our cultural pattern and this has all been developed along with a public school system. The answer for more religious education is not to be found in making the public schools the handmaiden of any religious group.

The dogma, ritual, and beliefs of individual church groups remain the province of the family and the church—they are in no way fostered by the public schools. However, religion as a force in social evolution is recognized by our public schools and given consideration as it relates to various aspects of the curriculum. The public schools recognize that religion plays a significant role in our lives but that theirs is an informative rather than a promotional function. For instance, in the social studies the impact of religions and religious groups on the history of mankind is carefully considered. In art and music the contributions of church members and churches are considered a fundamental part of the cultural heritage of the human race. In English classes the

poetry and prose of religion are fully explored. In all aspects of school life religion is given attention without the advocacy of any one religion and without cause for embarrassment to any individual of any religious creed. The school and religious institutions cooperate, each recognizing and respecting the other's sphere of influence.

Mass Communications and Human Values

In the school year 1954-55, the hero of a large percentage of the elementary school children in the United States was Davy Crockett. From his dramatic adventures as seen on television screens throughout the nation his fame spread to records and newspaper stories. Even *Life* magazine saw fit to describe the hero worship atmosphere that had been built around this early nineteenth-century personality. Did the story of Davy Crockett as accounted on television, in the movies, in newspapers, and on records promote values that teachers should foster in their classrooms?

During the spring of 1955 newspapers, magazines, radio, and television carried accounts of the research involving the development of a polio vaccine that checked this disease. Dr. Salk, a leader in the development of the vaccine, was praised, pictured, and discussed in the mass communications media of the nation. Did the story of Dr. Salk and the development of the polio vaccine promote values that teachers should foster in their classrooms?

Murder, robbery, discovery, invention, are all part of the meal in the mass communications mill that grinds each day. Boys and girls are subjected to television programs that feature crime and those that feature Shakespeare. Radio programs view the world with Fulton J. Lewis, Jr., as well as with Edward R. Murrow. If children go to the movies they will see the realistic brutality of *On the Waterfront* or the romantic adventures of *Daddy Long Legs*. The front page of the newspaper may contain a story of graft and corruption in Washington while the inside pages describe the efforts of a community to provide adequate housing to replace slum dwellings. *Popular Romance* carries an article discussing the extent of divorce in Hollywood and *Harpers* carries an article discussing the contributions of scientists to the peaceful use of the atom. In every way, shape, and fashion the contradictions of society are presented to people.

It is an extremely difficult task to assess the values conveyed by the mass communications agencies and to evaluate their influence on boys and girls. It is reasonably safe to say, however, that the constant use of television, radio, newspapers, magazines, and movies does influence the behavior patterns of human beings. It is also safe to say that the influence can be dramatic and widespread as evidenced by the Davy Crockett episode. Whether the influence will be good, bad, or indifferent will depend upon the particular force and the influence of other forces that are operating at the same time.

Superman personifies a super-human possessed with great strength, x-ray vision, super-sensitive hearing, and the ability to fly. He is also pictured as the guardian of truth, honesty, and justice. Frequently, Superman takes the law into his own hands and administers justice without waiting for the proper authorities to take action. Watching his television program children can get many value impressions that run contrary to the concept of freedom and democracy that prevails in our society. A youngster might develop the notion that one individual can make decisions that are good for all people. This runs contrary to the belief that the strength of a democratic society rests in the ability of individuals to make decisions on a collective basis for the benefit of the majority without injuring the rights of the minority. Whether or not the youngster's values are influenced by Superman depend upon the influence the family and school have had in helping the youngster understand what is taking place. As he understands, the young person is able to weigh the values which Superman glorifies, with the values which are accepted by the social order in which he lives. This orientation in values is not done by talk alone (although reasonable discussions should help), but by practice and precept. When wisely guided in his value selections, the youngster gets greater personal satisfaction from reality than from his flights into fantasy with Superman.

Part II of the 53rd Yearbook of the National Society for the Study of Education analyzes in great detail the problems of mass media and communication. Franklin Fearing, Professor of Psychology, University of California, after a careful study of research findings, draws several conclusions about the social impact of mass media (radio, television, movies, and newspapers) upon

the individual, and they are summarized as follows:

1. The way an individual (boy or girl, man or woman) responds to the content of a movie, television program, newspaper story, or radio broadcast is determined by many different factors, only one of which is the content itself.

2. Specifically, the way a person responds to a television program or the content of other mass media is determined by the need-value-motivational system of the individual, the total situation in which the content is received, and the content itself.

3. The outcomes ("effects") of reading a particular magazine article, watching TV, or seeing a movie are extremely diverse and cannot be predicted in any particular case except on the basis of comprehensive knowledge of the content itself, the need-value system of the person reading the article, watching the TV program, or viewing a movie, and the characteristics of the total situation in which the article is read.

4. Because a person reads a specific article or sees a particular television show does not mean that the individual will react overly to what he has read or seen.

The conclusions drawn by Dr. Fearing are extremely important to parents and teachers for they mean that human values play an extremely important part in determining the relative influence of Superman, Zoo Parade, Roy Rogers, and Pinky Lee. The potential good and the potential evil of the mass media may be directly related to the values that parents and teachers are able to help children develop.

Wilbur Schramm, Dean, Division of Communications, University of Illinois, in another section of the 53rd NSSE Yearbook,* describes the importance of values in relation to mass media in this manner:

"There is a great deal of violence in mass-communication content today. Violence is interesting to children. Yet only a few children actually engage in acts of criminal violence. Most children do no such things. They sample the violent material and decide they would rather play football. Or they attend faithfully to the violent material, use it to clear out vicariously some of the aggressions

*Schramm, Wilbur, "Procedures and Effects of Mass Communication," *Mass Media and Education*, 53rd Yearbook, Part II, National Society for the Study of Education. The Society, Chicago, 1954. pp. 136-137.

they have been building up, and emerge none the worse for the experience. Or they adopt some of the patterns in a mild and inoffensive way when they play cops and robbers. Only a few children learn, from the mass media, techniques of crime and violence which they and their pals actually try out. Now what is it that determines which of those children will be affected harmfully by those messages of violence and which will not?

"We can answer this question fairly well from cases we have studied. And the answer is simply that the other three elements—personality, situation, and group influence—will probably determine the use made of the message. If the child is busy with athletics, Scouts, church, or other wholesome activities, he is not likely to feel the need of violent and antisocial actions. On the other hand, if he is bored and frustrated, he may experiment with dangerous excitement. If he has a healthy personality, if he has learned a desirable set of values from his family group, he is less likely to give in to motivation toward violence. On the other hand, if his value standards are less certain, if he has lost some of his sense of belonging and being loved (possibly because of a broken home), he may entertain more hospitably the invitation to violence. If the group he admires has a wholesome set of standards, he is not likely to try an undesirable response, because the group will not reinforce it. On the other hand, if he belongs to a "gang," there is every reason to expect that he will try some of the violence, because in so doing he will win admiration and status in the group. Therefore, what he does will depend on the delicate balancing of these influences at a given time. Certainly no one could predict from merely seeing such a message exactly what response to it would be. Moreover, it is entirely probable in the case we have mentioned that the community, the home, and the school—because they influence so greatly the other three elements—would have much more to do with the young person's response than would the message itself."

Since it is readily apparent that television, radio, movies, magazines, and newspapers can influence the development of understandings,

skills, attitudes, interests, appreciations, and critical thinking, these media must be considered potential social forces for good as well as evil. The role of the teacher in relation to mass media can be summarized as follows:

1. Help pupils to read, listen, and see to the best of their ability. Average is not a standard, the best is none too good.

2. Help pupils to develop standards of discrimination so that the maximum good can be secured from the movies, television, newspapers, radio, and magazines.

3. Help pupils so that they will want to learn and so that they will continue to use skillfully the mass communications media after they leave school.

4. Help pupils by being an active participant in the community. This means using the mass communications media for self-education, as well as for educating others.

As expressed by Edgar Dale, "The responsibility of seeing that the mass media serve the public good is no simple one. But it is a responsibility that the teacher as a teacher, as a citizen, as a person cannot shrink."

Social and Service Organizations and Human Values

In any community there are individuals (leaders and followers, doers and non-doers), there are informal community groups (the neighborhood bridge club, the lawyers and the businessmen who eat lunch together, the "boys down at the barber shop"), and there are organized community groups (PTA, American Legion, Country Club). The relationships of individuals to informal groups and to organized groups is what makes a community. The role played by each of these forces provides the dynamics that influence the school and the boys and girls that go to the school.

In every community the dominant pattern of beliefs reflects itself in the financial support given to the schools, the type of curriculum offered, and the attitude of the boys and girls toward the school:

"We don't want a highway through our town, it will ruin its residential value."

"Let's keep the old school, my parents went there, and I went there, and I want my children to go there."

"What this town needs is a winning basketball team that will put us on the map."

"This town is dying. I don't want my children to rot here."

"Let's get some industry in town, we'll make this the best town in the State."

"Sure, we need a new system of lights for the downtown section, the people want this to be a modern town."

"Why rush into things? We've gotten along with the old system for twenty-five years, it will last at least ten more years."

"What the boys and girls in this town need is more discipline, not more tax money for frills and fads."

While the pattern of beliefs will vary to some extent for individuals, there still appears to exist a community spirit (positive, neutral, or negative) that influences the people who live in the community.

To improve community living through strengthening human values it will be necessary for the personnel of the school, teachers and administrators to know:

1. the community's natural wealth and how people have used it.

2. the leaders in the community and the sources of their influence.

3. the social structure of the community.

4. the economic structure of the community.

5. the beliefs and values held by the people in the community.

6. the social institutions and organizations, formal and informal, that are found in the community.

7. the way decisions are made in the community and the key figures in the decision-making process.

Fundamental, of course, to these understandings is an abiding respect in the worth and dignity of the individual. The conviction that people are important and that they possess the intelligence to make decisions enables community leadership (school, church, individual, and organizational) to improve community living and to strengthen the human values that are so vital in a democratic society.

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