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UNIVERSITY OF LOUISVILLE

MEETING THE MENTAL HEALTH NEEDS OF A CLASS
THROUGH AN EXPERIENCE CURRICULUM

A Thesis

Submitted to the Faculty
of the Graduate School of the University of Louisville
in Partial Fulfillment of the
Requirements for the Degree
Master of Arts

Department of Education

by

Olga M. Clarke

1949

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CHAPTER I

THE PROBLEM AND ITS SCOPE

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Introduction

"Each child is a unique individual". "The curriculum must meet the needs and interests of the individual." "The whole child goes to school." These are expressions which appear frequently in educational literature, and are heard at teachers' meetings throughout the country at the beginning of each school year. Teachers generally agree to the truth of those statements, but what do they do about them? What can they do?

Each September the teacher looks over a room of thirty to forty children, each needing to be accepted as a unique individual, different in some way from every other child in the room, different in respect to physical, mental, social, and emotional needs and interests. Because of such factors as heredity, influence of the home and the community, and differences in religious, racial, and economic background, each child presents a different problem for study.

How to determine the particular needs of the individual, and, next, how to develop a curriculum to fit these needs, are the immediate concerns of the teacher. What experiences shall the child have in order that the physical, mental, social, and emotional components of his make-up shall interact upon each other in such a way that he can grow into a wholesome, well-integrated personality?

In determining and meeting the child's physical needs, the teacher in the Louisville schools has the help of the school nurse, who makes weekly visits to the school; the school doctor who makes periodic physical examinations; the dental clinic, which makes appointments with the individual for free examinations and dental services; a school lunch room which cares for the nutritional needs; and the physical education supervisor, who is available to help the teacher plan an effective health program for her class. Children are weighed and measured at regular intervals; their vision and hearing are checked; free lunch is provided for those unable to pay; and a daily period is given over to playing out of doors. Special teachers offer home instruction to those children who are physically unable to attend school; there are special sight-saving classes, and special classes for children with speech defects, to mention a few of the many ways in which provisions are made for the child's physical needs.

In determining and meeting the intellectual needs of the school child in Louisville, the teacher has at her disposal various mental tests, achievement tests, and special talent tests. She can call on members of the Bureau of Research at the Board of Education to administer and interpret individual tests if needed. She can get much helpful information by studying the child's cumulative record, and by conference with previous teachers. In most classrooms, children are grouped homogeneously for the skill subjects, such as reading and arithmetic. Each child is allowed to work at his own rate of speed on his own particular level of achievement. The school placement may be changed, or the program enriched, for the exceptionally bright child; and special opportunity classes are provided for those who are extremely retarded.

When considering the emotional and social needs of the child, however, the teacher suddenly finds herself more or less on her own. The child brings "emotions and feelings to school as well as a mind and a body"; and the former are just as important as the latter, if not more so. But the Board of Education has no personality or social adjustment tests available for the teacher's use. There is no school psychiatrist to confer with in regard to her problems. Of course, the teacher realizes the importance of building effective social and emotional behavior patterns in the child, the

importance of giving the child a feeling of personal and social security. She knows that children have feelings of anger, joy, love, hate, jealousy, and fear; that "peer status" is very important to the child; that children need approval and understanding by their classmates as well as by their parents and teachers. The teacher knows, too, that behavior is symptomatic, and that the cause and not the symptom should be treated; but what she does not always know is just how to go about finding the cause, or what to do about it. Is it any wonder that books on sociometry and human relations are in demand, or that teachers are eager to attend institutes on human relations?

How to tackle the problem of meeting the mental health needs of her class has been the concern of the writer. In this thesis she will endeavor to show how she attempted to meet these emotional and social needs of the children in her class.

THE PROBLEM

The purpose of this study was:

1. To determine the mental health needs of the children in the Sixth Grade of the Nicholas Finzer School.
2. To develop an experience curriculum to meet the general mental health needs of the class.
3. To show, by means of case studies, how the curriculum may be individualized to meet specific social and emotional needs.

Method of the Study

1. At the beginning of the school year (September 1948-June 1949) each child was given the Stanford Achievement Test, the California Short Form Intelligence Test, and the Rogers Personality Adjustment Test.

2. Each child wrote an autobiography in which he told how he felt about his school, his home, his family, and his neighborhood.

3. Each child answered a "Guess-Who?" check list.

4. The teacher made two sociometric tests and diagrams of the children's friendships and work-companion choices. These tests were repeated at the end of the school year.

5. The teacher visited the home of each child, and invited each of the parents to visit the school. The visits to the homes were made by appointment on Saturday and Sunday afternoons and evenings, and lasted from fifteen to forty-five minutes.

6. Three previous teachers were asked to rate the behavior traits of the children selected for case studies.

7. The curriculum for the year was developed co-operatively by the teacher and the children as follows:

- a. The children chose the areas of interest in which they desired to work.
- b. The children discussed with the teacher the scope of these areas and the amount of work involved.

- c. The children explored the materials needed and investigated these particular problems.
- d. The children "fused" their experiences and activities.
- e. The children gave some evidence of the progress made.

CHAPTER II

THE SCHOOL AND THE CHILDREN

—oOo—

The Nicholas Finzer Elementary School is located on Broadway near Shelby. It has an enrollment of about six hundred children, and has been in continuous use since 1866. The boundary lines for the school are as follows:

Northern: Pehr
Eastern: Beargrass Creek Channel
Southern: North Side of Kentucky Street
Western: Jackson, Preston, and Hancock (boundary
line curves)

The school district is bordered on the north by Clarksdale (a government project of low-rent apartments) and on the east by a semi-slum area of tenements, of houses that have been converted into stores, two-or-three-family dwellings, and rooming houses. The school district is bounded on the south by an old residential section which is fast becoming a business and rooming-house area and has a large Negro population. Sheppard Square, Government housing project for Negroes, is located in this section. On the west the district is bounded by the central business area of the city.

The school is situated on a street which is one of the main thoroughfares of the city, and where the traffic is quite heavy. Directly across the street from the school is a Quick Tire Service, and a branch of the First National Bank.

In this section are a number of factories -- Pilcher's, Ballard's Mill, Falls City Dye Works, Epping's Bottling Co., Morton's Packing Co., Stimson Scales, Dixie Laundry, Buddeke Coal Yards, and others. In all of the district there are only a few single-family dwelling houses.

The following table shows the type of dwellings in which the families represented in this study live.

TABLE I

TYPE DWELLINGS IN WHICH THE FAMILIES REPRESENTED IN THE
SIXTH GRADE CLASS OF NICHOLAS FINZER SCHOOL LIVE

<u>Type</u>	<u>Number of families</u>	<u>Percent</u>
One-family house.....	5.....	14.28%
Two-or-three apartment house.....	10.....	28.57%
More-than-three apartment house.....	10.....	28.57%
Clarksdale.....	10.....	28.57%

Scattered throughout this area are many cheap restaurants, night clubs, taverns, liquor stores, alleged gambling houses, and pool rooms. Except for the playground at Clarksdale and the one at school, there is no play space in the district for the children other than streets and alleys.

At first the rooming and boarding houses of this section

were occupied by a very respectable, industrious class of people, but as more and more homes were converted into rooming houses, the people in them were a much less fortunate element than formerly -- people with low standards of living and morality, drifters from other cities and from rural areas, people who came to Louisville to work in the city's war plants and stayed on.

Two members of the class had attended eight different public schools. One child had been enrolled in four different cities, and one in eight different states.

Only twenty children in this class live with both parents (and in eleven of these cases both of the parents are employed). The other fifteen children live in homes in which, through death, desertion, separation, or divorce, one or both of the parents are out of the home.

And so it is in this district, composed of business and rooming houses, a district containing elements which contribute toward disorganization and deterioration of family life, that the pupils of this class live. It may be expected that many of these children come to school feeling unloved, unwanted, and emotionally upset.

To give a better picture of these children and their emotional needs, the autobiographies of twelve children are included, and each autobiography is followed by a report

from the teacher on what she knew of the child at the beginning of this study.

The Story of My Life

My name is Ruth ~~Blum~~. I was born March 1936. I live with my Mother, father, and brother. My brother and I were born in East Prussia, Germany. I was 1 1/2 years old when we moved to China. We had to leave Germany because of Hitler. So we fled to China. When I was six years old I started to school. Then I skipped a grade, and, ~~didn't~~ went to the 3rd Grade. I had all ~~ones~~ down my record card in China. Then we left China and went to the U.S.A. We sailed on the Marine Adams. We stopped in Hawaii for a day. Oh, was that beautiful! We went up a mountain where we ~~could~~ see nearly all of Hawaii. When it was time to leave Hawaii I was very sorry. If I could make one wish I would say, "Go back to Hawaii." Then we left Hawaii and ~~headed~~ headed for U.S.A. and in seventeen day we got to California. I was sea sick two times on this trip. I arrived here September 24th 1947 in San Francisco. We stayed there one

week.

Then we came to Louisville by train. My relatives were at the station. Mother could not recognize anyone. My Aunt took us to her house over night. In the morning my aunt introduced me to some girls. They still are my friends. Then I started at ~~English~~ school in Louisville. That was when the excitement started. The children kept asking me about China. My teacher was not nice to me. When it was time for the teacher to give report card I had five threes. That was my worst report card. Some of the girls laughed and I felt like crying. No one ^{way} could laugh at them because they had many A's and I had none. This was the beginning of my school life in America. It was time to get ready for camp. The name of the camp is Tall Trees. I stayed two weeks out there. I learned how to swim, my mother and father came to see me one Sunday. I got a little home sick when they left. But I soon forgot about it. When it was time for me to leave camp. I was

very, very sorry. When I got home I had to sing at Hallock Hall before 2000 people. This was exciting. Right after that I had to sing for an Old Age club before 100 people. They wanted to put my name in the paper, but didn't. Then I moved. It was time for school to start again. My mother brought me to Finner School. I thought Miss Meyer was the nicest principal I ever had, and Mrs Clarke the best teacher. The class is very nice to me. Kathleen Bolton showed me the way around and was very, very nice.

CHILD I -- Ruth

When Ruth entered Finzer School, the sixth grade teacher was much interested in the fact that she had come from Shanghai, China. From the mother she learned that there had been a long series of hard experiences as refugees and that their coming to America had been made possible by relatives here.

Ruth is an attractive, likeable, brown-eyed Jewish child. Her English is without accent, although she and her brother speak German most of the time at home. Her written work is always well done. She is very shy and sensitive. She never takes part in the group discussions in the room unless called upon, and usually stands on the side during play periods. She likes her classmates and has several girl friends who go to dancing school with her. She goes to the Y. M. H. A. several times a week for various club activities.

Ruth's family gave her teacher a royal welcome when she visited them. Ruth was waiting at the door when the teacher arrived. She called to her mother, who came downstairs, and Ruth very proudly took care of the introductions. (How to introduce people had been one of the past week's language units in school.) As soon as they all got upstairs and into the living room, the father came in with a bottle of wine, a bottle of whiskey, and a package of cigarettes. The mother

brought in a tray of wine glasses and a tray of little cakes. The father, who speaks English fairly well, said they felt honored to have their children's teacher visit them, and that she must eat and drink with them on this her first visit to their home. Ruth and her older brother Leo, who is in the same class, sat by the window beaming while the teacher and the parents drank the wine.

One of the first things the teacher had noticed on entering was the beautiful curtain on the hall door. She remarked that the embroidery and lace looked like handwork. The mother, in very broken English, said that this was true. She said the curtain was made from a dress she had gotten for her sixteenth birthday, and was one of the few possessions she had been able to take from Germany to China and had preserved during the eight years until she came to America.

Although the mother spoke very rapidly in a mixture of German and English, it was evident from her conversation that she feels very protective toward Leo. It was equally obvious that the father is partial to Ruth. He told of how well Ruth gets along in school and in her voice and dancing classes at the Y. M. H. A.

The father said that he has to work very hard in the factory where he is employed; but there was no note of complaint about this. He said he had worked equally hard in

Shanghai, but with no remuneration, because he was in a concentration camp after the Japanese occupation. (This was the first time the teacher had known this fact. Ruth's autobiography had spoken of the school in Shanghai, but had not referred to the camp.) In contrast with the hard work there, without rewards, the father proudly stated that in a year's time here he had been able to buy a refrigerator, a washing machine, a stove, and a sewing machine. The mother works several days a week for a tailor who makes men's clothing.

Both parents like Louisville, though they don't like the neighborhood. (They live over a store on a street with a large Negro population.) The father explained that when he arrived in Louisville he had just forty cents, that he didn't find work until after the first month, and that he needed a "place with cheap rent" so that he should not continue to be a burden to the relatives who had brought the family to America. But although the neighborhood was not the most desirable, the apartment itself was in beautiful condition. The living room was newly papered in a very pretty gray, pink, and blue paper, and a new linoleum rug was on the floor. The kitchen had just been enameled in green and was spick and span.

The teacher spent a very enjoyable hour with this family. The fact that she could speak some German (some-

what to her own surprise, since she had not tried to do so since high school days) made the conversation easier, especially for the mother, and helped to put the mother at ease. The teacher was thanked over and over again for having come to see them, and was asked to come back next month, when they would be "finished cleaning up the apartment."

Just as the teacher was ready to leave, Ruth very naturally put her arm around her waist and smiled. The teacher felt that she was now accepted by Ruth, and that from now on, the teacher-pupil relationship would show a marked improvement. The whole family walked to the car with the teacher, repeating their invitation to "Come to see us again."

My Autobiography

My name is Lucy ~~me~~.

I was born in Lima, Peru in 1937 March 2nd. I travelled all over north and central America. My father was a Cuban, he looked just like me only he was a little bit darker than I. I look more like him than my mother.

My mother had the career of dancing with my father in Panama, the Canal Zone. My father hated her, so my mother divorced him and we went to live in another part of town.

I was going to a boarding school, but when we moved my mother took me out and put me in a Catholic school. I stayed there until I was 6 years old, then I went to Newport, Rhode Island. I stayed there until my mother married and we came here. I got sick on the train but we made it.

Ever since this, I get sick when I ride too long. I finally learned all my ways, I kept climbing, not skipping grades at all.

When I was in Mr. Dickel's class room I was always asked to talk Spanish for the class.

I am not Spanish but full blooded
Irish.

I learned how to talk English in a week
when I was learning how to talk English.

I would always run away and hid so my
mother couldn't find me.

The first word in English that I learned
was school. After I knew English a
little bit better, I wanted to learn all
the words and I did.

Ever since I was three years old I had
been promised a bicycle, my mother said

I would get it when I was 12 years old.

My grandmother and I got along nicely when
I got here. but then she tired of me, and
liked my cousin Anna Lee, in fact, a few
days later she didn't like me at all, and
and she always quarreling with my mother
and I.

My Uncle ~~Mr. H.~~ drinks all the time, but
he doesn't like with me because of his
drinking. I am not allowed to go to his house
but my cousin comes and plays with me, we
always play nicely together, my grandmother
is 57 years old and she is the only person

in the family that we don't get along with, her and her boyfriend that is, he always comes along and sits with her and acts like the house is his.

The house is my grandmother's, when her mother died she gave the house to her. March 2nd was my birthday, and I got what I long waited for, the bicycle I was promised. My grandmother always wants to ride it but I think I see too heavy for it and I won't let her, but she says when she gets better she's going to ride it this summer whether I say so or not.

CHILD II -- Lucy

Lucy is a tall, thin, long-legged girl with kinky black hair, brown eyes, and very dark skin. She is extremely polite -- even excessively so, and says "Thank You" to every question answered.

She doesn't like Louisville and wishes she were back in Rhode Island. When she first moved into the neighborhood, some of the children told her that she couldn't play with them because she was a "nigger." She has one good friend on her street who goes bicycling with her. She spends her free time riding her bicycle or reading fairy stories and adventure stories. On Saturday afternoons she goes to the show with her mother and step-father. She would like to go to college and become a nurse like her aunt who is in Sweden.

Lucy says her "grandmother" (her step-father's mother) fusses at her mother all the time, but that her mother no longer pays any attention. Her mother does all the housework, and Lucy helps her on Saturday mornings. She hates her "grandmother", who is always comparing her unfavorably with her "cousin" Anna Lee, who is her step-father's niece.

The mother is an attractive looking woman, thirty-one years old. Her present husband, who adopted Lucy at the time of their marriage, is twenty-four. When the teacher

called at the home, the father recognized her, though he had not previously known her married name. He had been a former pupil of the Finser School, in the teacher's class, and he told the teacher of some of the things he remembered doing when he was in her room for social studies and music.

The family lives in a frame cottage containing four rooms and bath. It is clean and simply furnished. Lucy and the grandmother share the same bedroom. The father earns about \$1.50 an hour loading furniture at Mengel's. He did most of the talking when the teacher visited the home. The grandmother had gone out for the afternoon; so the teacher did not get to meet her.

Lucy wishes her maternal grandmother, who is in Sweden, would come back to this country so that she could live with her, because this grandmother is too hard to please.

My Life - - -

I have had a hard life. My name is Mary Ann ~~P. Smith~~, I was born on July 20, 1937 in the Louisiana hospital. When I was a baby my Mother didn't stay home with me, she went out all the time when my daddy came ~~home~~ home she would not be there, and he was mad, he didn't like it a bit. Pretty soon they didn't stay together Daddy married again, the stepmother I had. I didn't like she was lazy Daddy and Mom had a baby boy they are not together now, she didn't get supper on time, she didn't stay home, she was too lazy. Daddy married again, the mother I have now is very good to me, she makes me dresses.

I stayed with my Aunt and Uncle out in the country, it was nice and clean and smelled good, they had pigs and flowers.

I have had appendicitis and had my tonsils taken out. I have had many accidents; in the hospital I fell over a wheel chair.

I like to go to school. Mrs. Clarke is my best teacher. It is good to be in her room, we are having groups in school. It really is a lot of fun.

CHILD III -- Mary Ann

Mary Ann seems to be starved for affection and attention. Whenever she is near the teacher, she will put an arm around the teacher's waist, rub her face against the teacher's arm, or pay her extravagant compliments. She is a tall, thin, nervous girl. She always looks clean and neat, which must sometimes be difficult.

Mary Ann lives with her father and stepmother in one furnished room, and they share a bathroom with four other families. Their room, about fifteen by fifteen feet in size, contains a double bed and wardrobe on one wall: a cot, a mirror, and a wooden ice-box on another; a table and a washing machine on the third; and a sink and a stove on the fourth. For this room, the father pays ten dollars a week. He earns about forty-seven dollars a week when he is sober enough to work.

Her father is a tall, handsome man of about thirty-six. His third wife is nineteen, very pretty, but doesn't seem to have much forcefulness. Last summer Mary Ann visited her own mother, who has remarried and is living in Evansville, but she did not enjoy her visit. Her mother "got drunk and stayed out all night; but she is beautiful; she is twenty-five years old." The mother was only twelve years old at the time of her first marriage. Mary Ann's father and step-

mother "fuss and fight most of the time. They don't exactly fight; they just hit each other."

Mary Ann spends her afternoons playing catchers. She belongs to a "Daredevil Club" with George, her cousin, one of the case studies. (Mary Ann's father and George's mother are brother and sister.) In this club, "You show you're not scared by doing whatever the club members tell you to do."

In answer to the question as to what she would do if she had \$500.00, she would give her Daddy the money to pay on his debts for the washing machine, clothing, and grocery bill. She is afraid her father is going to get laid off, because he works on the third shift, and "he's so worried."

Mary Ann goes to church regularly, and likes revival meetings. She would like to be a singer when she grows up; but this seems to be mainly wishful thinking, for she does not seem to have any special talents in music, and her tone quality is poor.

My Life

My name is Jewell ~~Campbell~~. I am 11 year old. I have red hair and blue eyes. I was born in the country in an old house with my Mother and father. My mother is 31 and is married again. I do not like my stepfather very much. I have a half brother but I do not claim him. There are six people in my family, 4 children and a step father and mother. I am next to the oldest in my family.

What I love best was a little pin an old lady gave me. I lost it one night when I was baby sitting. I took it off so I would not hurt him, and then I could not find it.

The very very saddest thing in my life was when my Aunt drowned in the river. She fell over ~~board~~ the Island Queen.

My favor dress is a red one with life savers in it. My Aunt got it for me,

I do not have a job in my room, but I hope Mrs. Clarke gives me one. I do not like spelling because it is so hard to learn.

I wish I had a bicycle to ride to the shore or even to school. I can ride a little. The first time I rode I fell in the street.

The first tooth I had pulled was when I was seven years old. I pulled it my self. It did not want to come out, but I did, so it came out, it bled very little. This is the story of my life up til I was 10 years old.

The end

CHILD IV -- Jewell

Jewell is an underweight, nervous little girl who doesn't seem to have any friends in the class, even though she has attended Finzer School for the last three years. She seems to feel her lack of popularity. She waits to be asked before participating in the games at play, or in the classroom activities.

She spends her free time reading fairy stories. She has no time for play in the afternoon because she has to help her little brother and sister take off their school clothes, and has to clean the apartment, watch the baby, and help with the dishes.

She is achieving on a third grade level in arithmetic, fourth grade level in spelling, and sixth grade level in language and reading, according to the Stanford Test.

She would like to be a nurse or a movie star. If she had \$500.00, she would buy a bicycle, some clothes, food, and things to put away. She doesn't like the new baby, and she doesn't claim her step-brother.

The family lives in a four-room apartment in Clarksdale. It is nicely furnished and beautifully kept. The family has received help from the various relief agencies since 1935. One day last week, Jewell told the teacher she had had no

breakfast that morning, that her step-Daddy was drinking and that he wouldn't give her mother any money. The visiting teacher immediately visited the home and learned that Mrs. D. had received her monthly check of \$75.00 from the agency the day before and had spent it on a new living-room suite.

Mrs. D., who is thirty-two years of age, was born and reared in the country. She was the youngest of eight children. Her parents died when she was eleven; and after that, she never attended school again. From the time of her mother's death until her marriage at fifteen, she lived first with one relative and then another. Whenever a sister or a sister-in-law was to have a baby, she would be sent there to stay until after the birth of the baby; and then "I would be pushed off to another home where they would make me work." She says that her mother left enough property to care for her and her sister if it had been handled properly; but a brother-in-law who was a preacher managed to get control of the property and used it for his own needs.

When she was fifteen, because she was unhappy and discouraged, she married Mr. C., who was sixteen. She lived with him for about nine years, until 1941, when she obtained a divorce. She says that he never supported her nor the children, that he drank, that he often beat her and the children, and that he once tried to kill her. After her divorce, she obtained Mother's Aid.

In 1946, she married Mr. D. in the hope that she would improve her situation; but she says that she has only made matters worse. Mrs. D. is not strong, is very nervous, and extremely sensitive. She says that she is determined to do all she can for her children, and that she wants to protect them from having the miserable, unhappy childhood that she herself had.

Mr. D. works irregularly, changes his job frequently, and is intemperate. He and Mrs. D. have already been divorced once and remarried. He has served a penitentiary sentence for manslaughter.

My Story

My name is George ~~H. Smith~~. I am twelve years old. I am a bad boy. I have lots of fights. I am the oldest. I have two brothers and one sister.

I swallowed my tongue when I had my tonsils taken out last spring. I was in the hospital until July.

I like to go fishing. My father and I go fishing almost every Sunday. We go to Vine Grove, where my aunt Louise lives. I have caught some big catfish.

I like to go to school. I like it in Mrs. Clarke's room, because she never gives me any U in citizenship. This year I like working in the social studies group.

CHILD V -- George

George is a nice-looking boy who seems to be in good health except for some teeth which need pulling. He is very unpopular with the other boys in the class. He entered Finger School in the second grade, and since that time has been reported regularly for breaking the school safety rules, for fighting, cursing, and urinating on smaller boys. The writer, who is responsible for the safety program in the school, had talked to George many times before he entered her class. She felt that she had been unsuccessful in her attempts to help him adjust to school life.

George says he and his fifth grade brother are always getting into arguments, because George wants to listen to the murder stories and the brother wants to listen to music. He spends his afternoons reading comics or gangster stories. He often thinks about the time when he was little and he and his brother were boxing. His brother said, "Wait a minute, George; I want to tell Mother something." "And then" said George, "he hauled off and hit me in the face."

He likes his father better than his mother, because the father takes him fishing. George likes fishing, when "you can just lay back on the grass and hold the line. But where we go, the fish bite too quick. My brother and father have to bait the hook. I don't like the feeling of them worms."

He says his father wants him to be a jockey, but is afraid George will be too heavy. George would like to be a doctor or a minister. He loves his little baby brother; he "just couldn't stand it without him. That's why I can't go fishing unless my mother stays home. If she goes along, I keep worrying if the covers are on the baby. I can't help from worrying about if he's all right."

The family lives in a dirty, four-room apartment on the third floor of an old fire-engine house. The plaster is falling off the walls, the floors are filthy and in need of repairs, and there is no bathroom. The father makes \$45.00 a week collecting fats and bones for a fertilizer company.

Mrs. G. met George's father at Ormsby Village, where she had been sent for truancy. When she finished the high school there, she married George's father. She says, "He was just no good. After George came, he would be cruel to us, and so I left him." She then met Mr. G., who would buy the baby shoes; so when George was five months old, she divorced his father and married Mr. G. George's father later got into trouble out West, and is serving a ten-year term in an Oklahoma penitentiary. Mr. G. adopted George and treats him as well as his own son, according to Mrs. G.

Autobiography of Janice ~~Hall~~

I, Janice Rae ~~Hall~~ was born in the year of 1937, September 5th. When I was about three or four my father was killed on a motorcycle, in Jeffersonville, Ind. About five years from that my mother married again. My step-father already had been married and had five children.

In about July my mother began to get weak and sick, so then my mother's sister in New Albany took three of us for a few days. We then found out that my mother had T.B. My aunt and uncle took the three of us to live with them. I started to school at Fairmont. I had a man teacher. He was very nice, and played games with us.

Then my my aunt and uncle got tired of taking care of us,

so my step-father took us to live with him and his mother and father. I have gone to three schools, Port Fulton - Jeff. Ind, Fairmont - New Albany Ind, Finger - Louisville Ky. I liked all the schools I have gone to, I have never failed in school.

The best thing in my life was when my mother took my sister, brother, and me and a whole lot of kids I knew in Jeff. over to Crescent Hill to go swimming.

When I was about five years old I was playing with matches and burned myself, I still have the scar on my arm. I go to church every Sunday.

CHILD VI -- Janice

Janice is a friendly, attractive looking girl. She seems to be in good health, is popular with her classmates, and takes an active part in the classroom activities.

She lives with her step-father and his mother in a clean, nicely-furnished cottage. The step-grandmother seemed very pleasant, and said that Janice is a big help to her. In the afternoons, Janice runs errands for her step-grandmother, sets the table, and then goes out to play with the other children on the street. She likes her step-father except "sometimes he gets grouchy and gets mad quick and then bawls out everybody."

The step-father has to pay alimony to his first wife for the support of their five children. The step-grandmother gets the Social Security checks for two of the children (\$50.00) and the mother gets the third.

Janice visits her mother at Silver Crest Sanatorium at least once a week. She wishes that her mother would get well, and that her father were alive, and that they could all be together again in their own home in a nicer neighborhood. She misses her maternal grandmother, who took care of her when she was a baby. She would like to be a nurse when she is grown.

My Autobiography

My name is Robert, I started school in Louisville, Ky. Then we moved to New Orleans. We came back in six months, and lived in the West End. I went to a very large school there, then we moved down on Second Street, near the U of L College. I went to Lochran school. I got my first bicycle there. I liked it very much and went riding every day. I had a lot of friends there, and I hoped I wouldn't move anymore. But we did. We moved on Gray Street, and I started at Frazier school. I didn't like the people much, I made one good friend, his name is Randall Spear, I played with him every day. I went back and forth to school, teachers seemed very dull. When I got in Mrs. Clark's room things were different. I got a safter job. We go on a lot of field trips.

CHILD VII -- Robert

Robert is a tall, curly-haired, overweight, effeminate looking boy, who would sit and draw all day if left alone. He says he would like to be a cartoonist. When he was in the second grade, he was referred to the Bureau of Research because he was a behavior problem in the class.

He seems to be popular with the other boys in the class. But he doesn't get along with his brothers because he "gets blamed when they throw things on the floor" and then he can't go to the show. He goes to the movies about three times a week. He likes his mother best of all, because she doesn't "bawl him out."

This family of six is now living in two furnished rooms because their previous home was sold, and they were unable to find an apartment at the rent they could afford to pay. There is no bathroom in the house; so the children usually go to their aunt's apartment in Clarksdale, about eight blocks from their home, when they want to get a good bath. They "mostly heat some water in a pan and wash in the kitchen."

The father and mother sleep in the kitchen; the three boys have a double bed, and the girl a cot, in the other room.

Both of the parents are pleasant and seem interested in

their children's progress in school. The father is the membership director for a lodge, and his earnings depend upon the number of members he can add to the lodge. He is out of town much of the time.

If Robert had \$500.00, he would put it in the bank so he could have it when needed.

My Life

I am Mary Grace ~~M~~. I was named after my two grandmothers. I live with my grandmother. I have one brother who is cute, but mean. Of all my family, I love my grandmother most. The reason I don't like Hovinsville is because people don't make friends easily. My favorite teacher is Mrs. Carter because she didn't talk about me being so bashful. My favorite movie stars are June Allyson, Dorothy Lamour, Bing Crosby, and Hedy Lamour. My favorite foods are roast, greens, honey, corn, potatoes, biscuits, and pie. My best friends are Ruth Charn, Nancy Williams,

The happiest time of my life was when I joined the Church.

CHILD VIII -- Mary Grace

Mary Grace, a tall, thin, brown-eyed girl, is extremely shy and sensitive. She blushes frequently, and never has anything to say to the teacher of the children. She likes Ruth, the little Jewish refugee. She takes no part in the playground activities unless asked to do so by the teacher. She says she spends her afternoons at home working on a quilt, or sometimes she just sits and thinks, or rocks. When asked what she thinks about, she blushed and said, "Just anything."

Mary Grace lives with her maternal grandmother and an unmarried aunt. The grandmother works in the kitchen in a neighborhood restaurant, while the aunt stays at home and keeps house. The aunt is not a good housekeeper; the five-room cottage was not in very good order, the windows were very dirty, the bed was unmade, and there were dirty dishes piled in the sink on the Saturday afternoon when the teacher called. Neither the aunt nor Mary Grace was particularly responsive; and the teacher stayed only about ten minutes.

Mary Grace said that her mother visits her several times a week. Her reason for living with her grandmother is that she just doesn't like her step-father. She doesn't know the whereabouts of her own father, and doesn't remember very much about him because she was only four years old

when her parents were divorced. Mary Grace would like to be a missionary or a movie actress when she grows up.

My Life

My name is Mary Wayne ~~Doughty~~ I was born November 7, 1936 I was born in Owensboro, Kentucky. I have one dead brother and my mother is dead. I live with my father. we get along fine together. I have gone to eight school in my lifetime. I've failed once and skipped once. I've been to Ohio, Michigan, Mississippi, Tennessee, Illinois, Missouri, Arkansas, and Texas.

I liked Arkansas best of all, because it had so many things to see and the pine smelled good to me. Once in Hot Springs I thought I was taking a drink of cold water, and almost burned my tongue off, - the water was hot. ^{not} I'd ~~drank~~ mineral water. Once I got lost in the mountains of Arkansas but I found my way back on the road.

CHILD IX -- Max

Max is a tall, clean, attractive looking boy with a nice smile. He is very popular with both the boys and the girls in the class. He has no home duties; he spends his afternoons playing on the street, and in the evenings reads comics or goes to the show. He says his father will give him money any time he asks for it. If he had \$500.00 he would go to college because "I want to have some brains, so if I can't be a bus driver, I could be something else." (He is apparently laboring under the too common delusion that brains are a commodity that can be purchased at college!)

Max's mother died on Christmas Day of 1947. The family lived in Owensboro at that time. Last Spring Max and his father moved in with the mother's sister and husband. The family lives in a three-room cottage, which was fairly clean when the writer visited them. The aunt seemed interested in Max; she said he was a good boy and no trouble. The father is a carpenter, who said he can do "most any kind of work." He is thirty-eight years old. He wants to do all he can for his boy. He thanked the teacher for "giving up her Sunday afternoons to visit her students."

My Life Story

My name is Leroy B. [redacted]. I am eleven years old. I have five brothers. I like Bobby best because he is playful and full of pep. I live with my mother and father and brothers.

Finger is the only school I have been to. Of all my teachers I like Mrs. Meyer best because she would take us to the florist to get plants and she was very nice. When I was in the third grade I had appendicitis trouble and was in the hospital a week, but was not operated on. I still have pains.

I was almost drowned about three years ago when I fell on a step off and caught my foot. My uncle dove in and got me. He gave me artificial respiration.

When I was in Mrs. Goulds room I was playing ball after school and blackened my eye.

One day when I was racing with some boys and was hit by a ball and knocked me out.

The most exciting part of my life was when I stayed two weeks in Indiana with my cousin I had not seen for five years.

CHILD X -- Leroy

Leroy is the oldest of four boys. He is a good-looking boy with bright brown eyes. He is the smallest person in the class, and looks more like a second-grade pupil than a sixth-grade one. His physical development has been much slower than his mental growth. He is a very intelligent youngster, and capable of doing much better work than he does. His day-dreaming may be partly due to his terrible home situation.

The father and the mother are a nice looking couple. They visited the school the first week of the term to meet the teachers, and seemed quite interested in their children's progress. But the following week the father started to drink, and Mrs. B. left the city after he blackened her eyes. There was no one to look after the boys for two days; then a neighbor called the grandmother, who came for the children and cared for them until the next week when the mother returned.

The family lives in a four-room cottage. The four boys share a bedroom. The father built their bunk beds. The living room is fairly clean, but shabbily furnished.

The father works on an ice truck. Leroy says he likes his father better than his mother, because his father builds them things out of old lumber.

Leroy would like to be a chemist. He would also like to live with an aunt who "lets us sit in front and talk until it's time for her to put us to bed." He likes Robert T., one of the case studies, because "He's so big and I'm so little. He won't hurt me. We don't get into any quarrels." Leroy doesn't like two of his brothers because they hide his ball, and his mother gives them his toys.

Leroy ran away from home two months ago. "I got mad at my brother; so I hitch-hiked to Sellersburg, Indiana," (about thirteen miles away -- O. C.) "to see my cousin." When I got there I was scared, so my cousin brought me back on his motorcycle. On the way back, we had a flat tire, and had to walk from Jeffersonville. First he would push the bike, and then I'd push it awhile. When we got home, I heard that my mother had reported me to the police. She told me that the next time I ran off she was going to put me in a home."

Auto biography of Sharon M. ~~_____~~

I was born in Louisville, Ky, on September 16th 1937. I am 11 years old. I was named Sharon Elaine after my Aunt. I live with my mother and father and my seven months old baby sister. I'll always regret though one thing, I spoiled my little sister and she will probably get worse as time goes by. She's a beautiful baby and I love her and I know she loves me. Now my daddy and I match very much and I favor him in a way. When school lets out, I guess we will go horse back riding. I love horses, everyone of them and it always hurts me so much to see a horse pulling a wagon. My mother and I get along very well and on Saturdays we do our shopping together and sometimes we make cookies.

Now I would like to describe myself. I am the kind of person that sits around and daydreams. My mother is always getting after me about it. My feelings get hurt so easily and I've had a time in life everywhere I would go. I wasn't very pretty and most all of the girls were I wasn't pretty and I never did match any of the girls and it made me hate

school. I never did like comic books.

I guess most everyone has a time they never forget and I am going to tell about one of mine. One day my friends and I went to Cherokee Park. As you all know there are snakes in Cherokee Park and it kind of gave me the jitters to even think about them. We took a hike or as I called it, I went adventuring and I sure found a lot. Down by an old broken down bridge is one of my adventures. I went through it and walked down in it. I kept on walking until I reached the end. Then I looked around me and saw that every way I looked it all looked alike. My friends had gone in a different direction. I walked and walked until my feet just couldn't stand it any more. I kept on walking until I came to a cabin and found that it was Daniel Boone's cabin. From there I could see where my friends were and I went back with them.

Afterwards we went out on the big hills. We saw some of the most beautiful birds. There were ~~red~~ birds which I believe

we call cardinals. We saw some sparrows and robins and they were very pretty. After we started back home I thought of all the things that had happened to me that day and I didn't think it was so bad after all.

I've had a time in school too. After going to 4 schools, I found a school I really liked. Through all my school career I've had a very nice teacher, her name was Sister Mary Anita. I know she liked me, and I loved her. She was the kind of teacher I have now. Whenever she taught us anything she would make it sound so interesting that it sounded like stories and would stick in our heads.

I also have favorite foods, ice cream, cake & candy. My favorite foods are fried chicken, potato salad, and barbecue. My favorite kind of cake is angel food and my favorite kind of candy is ~~chocolate~~ coconut. My favorite colors are red, pink, blue & yellow. I've always liked to sing.

CHILD XI -- Sharon

Sharon is a vivacious, attractive looking girl with lots of personality. She is not only the most popular girl in the room but also the most capable and dependable. Everything she does, she does well. She makes an excellent group leader in the class.

This is her first year in a public school. All of her previous school life has been spent in various parochial schools in the city. She has made many friends since school started, and spends her afternoons playing with these girls. She loves to play ball games, particularly volley ball.

If she had \$500.00, she would buy a horse. She is undecided as to whether she will "become a singer, or a nurse, or buy a ranch and break in horses for people."

The family lives in two rented furnished rooms of a four-room cottage. The mother seems to be a very intelligent person. The teacher stayed only about ten minutes on her visit, because she was a little late in getting there and Sharon and her mother had thought she wasn't coming; so they were getting ready to go to Nichols Hospital. The mother invited the teacher to come again, just any time during the week. The father was not at home on this day. He was at work.

Story of My Life

My name is Shirley M. ~~_____~~. I was born in August 1937. When I born my parents live in furnished room on Broadway. I have only one brother and one sister I am the oldest and my parents live together. I have only failed one time when I had double pneumonia. When I was in Miss Haemish's room I had a ~~test~~ and skipped a grade. My favorite subjects in school are arithmetic, spelling and poetry. My favorite foods are green beans, soup, tomatoes and cabbage. I like some fruits and donuts.

I had a great surprise Christmas two years ago. All my life I wanted a bride doll and I got it. I have wanted other things, but I hardly ever get what I want. I would like to be a girl scout but my mother won't let me. because she says she can't afford to buy the things I would need.

CHILD XII -- Shirley

Shirley, who is Sharon's cousin, is a frail little girl, not too clean, and with pimples all over her face. She is underweight and a rather pathetic looking little girl. She is the oldest of three children. She seems jealous of Sharon and tries to belittle Sharon whenever she can.

She seems listless in the room and on the playground. After every direction, she tries to get the teacher to repeat the direction, or explain it to her a little more fully. She doesn't want to play during recess, because the wind hurts her eyes.

She spends her free time reading or going to "some lady's house." On Sunday mornings and evenings she goes to church. She dreams a great deal. She has one dream recurring over and over. In this dream, a burglar enters the house and kills her mother.

She wants to be a school teacher. If she had \$500.00 she would pay all of her mother's bills, because her mother and father are always quarreling over the bills.

The family lives in a three-room rear apartment on the second floor of an old store. The apartment walls are dirty, the rooms are dark, and there is no bathroom on the second floor.

The mother, who seems to be a chronic complainer, spent the afternoon telling the teacher that she didn't want Shirley to sit near Sharon in school, because she "raised her little girl right", and "Sharon knows too much for a girl of her age." The mother is twenty-nine years old, the father thirty-nine. The couple have been divorced once but remarried. The father, a plumber, earns \$50.00 a week.

Sociograms

The two sociograms which appear on the following pages picture the interpersonal structure of the class at the beginning of the year. The Friendship Sociogram (Figure I) was obtained the second day of school by asking each child to write the name of the person next to whom he preferred to sit. The Work Companion Sociogram (Figure II) was obtained a few weeks later by asking each child to choose the person he preferred to work with on a committee assignment. A more detailed description of the sociometric situation and the method of administering the test is described elsewhere in this paper.¹

A study of the interaction of the children on both sociograms shows very short chains of communication, a large number of pair relationships, many isolates, and a distinct cleavage between the boys and the girls. It reveals the need of opportunities for socialization, for developing group skills, and for elimination of the cleavage between the sexes.

1. Infra, p. 81.

FRIENDSHIP SOCIOGRAM

SEPTEMBER 1948

LEGEND

□ = GIRL

△ = BOY

↔ = MUTUAL CHOICE → = ONE WAY CHOICE

WORK COMPANION SOCIOGRAM

OCTOBER 1948

LEGEND

□ = GIRL

△ = BOY

↔ = MUTUAL CHOICE → = ONEWAY CHOICE

Summary of Test Results

The Intelligence, Achievement, and Personality Adjustment Tests were given the class in October, 1948. A comparison of the results of these tests revealed a wide spread of scores. These results showed the wide range in the ability and achievement of the class as well as in the degree of maladjustment. For example, there was the child with the chronological age of 9 - 10 and mental age of 12 - 1; also the child with the chronological age of 12 - 9 and mental age of 9 - 5. A comparison of the median scores indicated a class slightly retarded mentally, but achieving on a level comparable with its mental ability. The median score of 45.5 (High) in the Personality Adjustment Test and the range in scores of from 35-60 indicated a rather high degree of maladjustment.

The sources for the statistics which appear in Table II, (p. 59) are as follows:

Chronological Age.....	School Record of Birth
Mental Age.....	California Short Form (Elementary) Intelligence Test
Achievement Age.....	Stanford Achievement (Intermediate) Test
Total Personality Adjustment Score.....	Carl Rogers, <u>A Test of Personality Adjustment</u>

TABLE II

SUMMARY OF RESULTS FROM INTELLIGENCE, ACHIEVEMENT,
AND PERSONALITY ADJUSTMENT TESTS

No.	Name	Chron. Age	Mental Age	Achievement Age	Total Malad- justment Score Personality T.*
1	Billy A.	12-4	10-10	11-5	46
2	Leroy B.	10-6	13-1	12-8	49
3	Jewel C.	11-1	12-1	11-1	57
4	Leo C.	12-9	9-5	9-6	47
5	Ruth C.	11-7	11-0	11-1	50
6	Wanda C.	11-1	11-4	11-2	35.5
7	Jeann D.	11-8	11-7	11-10	37
8	Max D.	11-0	12-4	11-10	41
9	Tom D.	11-0	12-9	12-1	35
10	Marilou E.	11-6	12-3	12-3	35.5
11	Doness	11-2	12-11	12-3	36
12	John G.	12-9	10-8	10-8	41
13	Mary Jane G.	10-11	11-7	11-4	35
14	George G.	12-3	10-7	10-10	60
15	Janice H.	11-1	12-4	11-11	45.5
16	Minnie H.	11-2	13-0	12-11	45.5
17	Betty H.	9-10	12-1	11-11	36
18	Stanley H.	11-8	10-9	11-5	48
19	Marilyn K.	11-0	10-0	10-8	39
20	Virgil M.	12-3	11-8	11-1	37
21	Shirley Ann	12-9	10-7	11-2	45.5
22	Lucy M.	11-7	10-4	11-0	51.5
23	Sharon M.	11-0	12-10	13-0	34
24	Shirley M.	11-2	10-4	11-0	53
25	Mary Grace	11-3	10-10	11-1	50
26	Wayne P.	11-7	10-10	11-4	34.5
27	Mary Ann P.	11-2	10-7	11-1	54.5
28	Sue R.	11-1	11-9	11-2	36
29	Carman S.	11-3	11-7	11-1	46
30	Loretta S.	12-6	9-11	10-3	46
31	Robert T.	13-0	11-9	11-1	53
32	Margaret V.	12-10	10-7	10-9	49
33	Hazel W.	11-5	10-11	11-8	37
34	Nancy W.	12-10	11-1	11-3	37
35	Virginia W.	12-8	11-1	10-10	40
Median		11-6	11-1	11-2	45.5

* Classification of scores:

Below 33.....Low (indicates little evidence of maladjustment)

33-43...Average

44.....High (indicates a rather serious degree of maladjustment)

Summary -- In the preceding pages the writer has attempted to picture the way of life of a particular group of individuals, at a given time, in a particular social and physical environment. In this attempt, she has used:

Autobiographies

Observations of the teacher

Sociograms

Summaries of mental, achievement, and personality tests.

The writer has attempted to show differences -- and similarities -- in the feeling, thinking, and acting of the various members of her class in school. She has attempted to show these personalities in action -- and personality, as Dr. Menninger reminds us, is a complex and composite thing.

"Personality is the individual as a whole, his height and weight and loves and hates and blood pressure and reflexes; his smiles and hopes and bowed legs and enlarged tonsils. It means all that anyone is and all that he is trying to become."¹

The writer realized that her picture was incomplete at that time, and that much additional information needed to be gathered about each child, about the emotional relationships in his home, his community, and his school. A careful study of these findings was needed before an accurate appraisal could be made of the child's emotional needs in order to help him make a more satisfactory adjustment to life.

1. K. A. Menninger, M. D., The Human Mind; New York, Alfred A. Knopf, 1937; page 21.

However, a teacher can't wait until the end of the school year to determine the needs of her class. She must decide NOW, and act NOW: but she must do so with an open mind, and a willingness to recheck her own conclusions as she deepens her understanding of the children, and as she feels, thinks, and acts with them during the year.

And so, with this point of view, the writer proceeds to the discussion of the mental health needs of these children.

CHAPTER III

THE MENTAL HEALTH NEEDS OF THE CLASS

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As a teacher, the writer was not concerned with making clinical diagnoses of deep personality conflicts, or with treatment of psychopathic cases, but rather with what she could do as a teacher to help her children to help themselves. She was concerned primarily with a preventive and remedial program which would give the children freedom to learn how to get along with themselves and with others, that they might grow to adulthood with stable, integrated personalities, and with behavior patterns acceptable in social living.

In analyzing the data in the preceding chapter, the writer saw a group of thirty-five likeable, pre-adolescent boys and girls, each trying in one way or another to solve the problem of adjusting to his environment. All living beings want to be happy, but in the case of these particular children, situations and persons were constantly getting between them and that goal. Tension, worry, fear, and anxiety seemed to be the dominant feelings of the group. The situations and factors which seemed to cause these feelings, in the order of frequency with which they occurred, were:

1. Economic insecurity and chronic poverty. There seemed

to be a constant threat of unemployment among the parents of these children. The resultant fears acted more or less directly on the children. (It may be possible, but it certainly is difficult, to remain happy on a steady diet of beans, bologna, and eviction notices.)

2. Conflict in the home. This shared first place with economic insecurity as a causal factor. Eleven children mentioned conflict over drinking by one of the parents. In twenty-one cases, there was evidence of discord because of living conditions such as overcrowded, unhygienic furnished rooms. There was evidence of conflict in husband-wife relationships, and in parent-child relationships. There was evidence of rejection of children by parents, and of antagonism toward parents on the part of children.

3. Broken homes. Fifteen children lived in homes in which through death, divorce, separation, or desertion, one or both of the parents were out of the home. Four of the autobiographies of these children showed inconsistency in discipline, and conflict between the children and the step-parents.

4. Lack of opportunity to develop social skills. Fifteen autobiographies listed reading comics, listening to the radio, or going to the movies as the only ways in which leisure time was spent.

5. Failure or lack of success in school work. Eleven members of the class had averages of "Two minus" or "Three" for their entire school life up to the sixth grade. Four children didn't have a single "One" in any subject during all of those years.

How these children reacted to the above situations or to combinations of these situations was the next concern of the teacher.

Dr. Whitehorn¹ says:

All persons in the process of developing personality have found and acquired certain aptitudes for dealing with anxiety-producing situations and persons, and these habits are the expression of attitudes and sentiments which may be called personality trends. The regularity and adequacy of these trends determine largely the effectiveness and satisfaction in a personal adjustment to life.

In studying this class, certain personality patterns were recognizable. These may be classified as follows:

1. The child characterized by bragging responses, deep feelings of inferiority, and a distinct lack of parental affection. His social adjustment is poor, and his intelligence below the average. George G.² was one of a few of this type in the class.

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1. Henry Phipps Psychiatric Clinic, Johns Hopkins Hospital, Guide to Interviewing and Clinical Personality Study, p. 206. Reprinted from Archives of Neurology and Psychiatry, Vol. 52, No. 3 (Sept. 1944) and distributed by National Committee for Mental Hygiene, New York.
 2. Supra, pp. 31-33.

2. The timid, self-conscious child, unable to make friends, the child who is usually by himself, withdrawn and absorbed in his daydreams. This child also has deep feelings of inferiority, but is adjusting by withdrawal, rather than by aggression as in the first type. Mary G.¹ was one of the many in the class who were in this group.

3. The child whose self-defense against anxiety over lack of affection is expressed in the words: "Nobody cares about me. Well, I don't care. I can take care of myself." Jewell² was such a child.

4. The jealous, suspicious child, who chronically has a chip on his shoulder, the child who feels that his teacher, classmates, or parents discriminate against him. Shirley M.³ was an example of this type of child.

5. The child who uses various attention-getting mechanisms, the child who asks too many questions, who wants directions repeated, who pretends helplessness, or who tries to flatter the teacher. Mary Ann⁴ belonged in this small group.

6. The ill-at-ease, over-sensitive child who, because of foreign birth or different religious background, feels a

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1. Supra, pp. 40-42.
 2. Supra, pp. 26-30.
 3. Supra, pp. 52-54.
 4. Supra, pp. 23-25.

sense of inferiority and tries to compensate by achieving superiority in academic work, by aggressive behavior, or by over-eating. Ruth C.¹, her brother Leo, and Lucy² were in this group.

In trying to classify and group the above situations and reactions, it soon became evident that similar causes sometimes produced different patterns of reaction, and that the same reaction patterns were often produced by different causative factors. Then, too, each child employed different adjustive habits at various times, often of very divergent character. As Mead³ says:

There are all sorts of different selves answering to all sorts of different reactions. We carry on whole series of different relationships to different people. We are one thing to one and another thing to another.

For this reason the writer will attack the problem of meeting the mental health needs of her class in two ways. She will in a later chapter⁴ present case studies of three children to show the individual child's problems, his different reaction patterns, and the writer's efforts to help him to help himself through day-by-day classroom experiences. But the teacher of a class of thirty-five cannot work entirely

1. Supra, pp. 11-17.

2. Supra, pp. 18-22.

3. George H. Mead, Mind, Self, and Society, p. 142, Chicago: University of Chicago Press 1934, p. 142.

4. Infra., Chapter V, p. 104.

with individuals. She must of necessity plan her work so that the common needs of the majority are not sacrificed to the more serious needs of a few. Moreover, individual needs are met in large part through interpersonal relationships in group life. Therefore, the first point of attack in this chapter will be on the common emotional and social needs of the class.

From psychiatry we learn that all life is striving toward goals -- individual and social. All life is straining toward the satisfaction of needs -- personal and collective. Morris¹ says:

The living being is a bent bow; its arrows are directed longings; its targets are its goals.

What then are the important goals and longings of these thirty-five children?

1. Basic to everything else in human relations is the need, in every person, for an "inner equilibrium", a feeling of personal peace and security. However, this feeling of serenity and personal security does not come primarily from things outside oneself, but from one's own internal adjustments. Therefore, each person needs to understand and accept himself-- accept himself as he is and with a sense of proportion about his importance. Instead of trying to reach for the moon, he needs to accept reality, to set a goal

1. Charles Morris, Path of Life, New York: Harper & Brothers 1942, p. 15.

within reach, to attain that, and then set another a space beyond and measure up to that.

2. There is the need in every person for group recognition, for the feeling of belonging, of loving and being loved, for "loving is indispensable to living."¹ Human nature is essentially social in character. All the things worth while are shared experiences. We are what we are through our relationships to others. Mead² says:

The more the individual becomes interested in other persons, the more he becomes interested in general in life.

So the individual not only needs to accept and understand himself, but he must also try to understand and accept others.

3. There is also the need in every person for a sense of achievement, for feeling that he has found "a little place in the sun." To be of importance is one of the strongest drives in human nature. Everyone craves to be worthwhile, to be constructive, to succeed, and to excel. Dr. Anderson³ says:

One of the major tasks which still lies before society is to assist the individual to find legitimate, socially acceptable means for satisfying this need to be important.

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1. Radio Program, Town Meeting of the Air, A. B. C. Network, April 27, 1949.
 2. Mead, op. cit., p. 385.
 3. Camilla Anderson, M. D., Emotional Hygiene, Philadelphia: J. B. Lippincott Co., 1943, p. 25.

But this sense of personal security, this understanding of self, this feeling of being worthwhile, needs to be "earned and learned." The individual needs to work for it and at it. As Dr. Ackerly¹ pointed out:

We gain security as we meet insecurity,
as we embrace change, strike a balance,
and then again embrace change.

Summary of Chapter

In trying to understand "the whole child," the "unique-organism-in-an-environment," the teacher was concerned with three interrelated factors: (1) the basic needs of the individual; (2) his physical and social environment; and (3) his reactions to his particular environment.

While there are many drives or needs which are powerful influences in the behavior of people, the writer was concerned with the three she thought were of the greatest importance in the personality problems of her children. These were the needs for (1) a feeling of personal security; (2) a feeling of belonging; and (3) a feeling of being constructive.

The environmental factors which seemed to prevent these needs from being satisfied were: (1) economic insecurity; (2) conflicts in the home; (3) broken homes; (4) lack of

1. Dr. Spafford Ackerly of Louisville Mental Hygiene Clinic, speaking on Radio program quoted above.

success in school; and (5) lack of opportunity to develop social skills.

The children's reactions to the above situations were varied -- there were as many different kinds of adjustments as there were situations to adjust to. However, certain common personality traits were observed.

In trying to prevent or remedy the maladjustments in the child, the teacher could attempt to do one of two things: either alter the environment or alter the child's responses to the environment. Of course the teacher realized there was nothing she could do in regard to the parents' economic situation, or the more serious emotional maladjustments in the home. She did feel, however, that she could, to a certain extent, alter the school environment so that the children might have more feelings of success in school. She also felt that the school environment could provide more opportunity for improving social skills through increased opportunities in social living.

While the teacher felt greatly limited in what she could do in altering the child's total environment, she felt that there was much that could be done in the school to help him develop more suitable attitudes and more effective reaction patterns for meeting the anxiety-producing situations in his environment.

Dr. Lowrey¹ says:

The problem of treatment then becomes one of substituting socially acceptable methods of gaining the feelings of security and recognition from the group for those methods, already used, which are socially objectionable.

Therefore, in planning the school experiences (curriculum) with the children, the teacher tried to include such experiences as would help them to accept themselves, and to understand, rather than to judge, others, so that they might get along happily and effectively with themselves and with others.

1. Lawson G. Lowrey, M. D., Competition and Conflict Over Differences: The "Inferiority Complex" in the Psychopathology of Children, p. 114. Reprinted 1949 from Mental Hygiene, Vol. 12, No. 2, by National Committee for Mental Hygiene, New York.

CHAPTER IV

DEVELOPING THE CURRICULUM

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September, 1948, found the teacher with a group of thirty-three¹ children, all facing a new situation -- how to get along together from 8:30 until 2:00 o'clock in a hot third-floor school room, after a summer of freedom in moving around at will, with companions of their own choice. The teacher's problem at this time was not one of what to teach or where to begin but one of warming up the emotional climate of the room to some proximity of the natural climate, and of shortening the psychological distance between the children and herself. Her objective was to create a permissive, warm, and friendly atmosphere; to get the children to feel: "I think I'm going to like it in Mrs. Clarke's room" or "Everything's going to be all right this year." She was concerned with getting the children to accept her, as well as for them to feel that she accepted them; she wanted them to feel that she was courteous, kind, and understanding, and that she needed the same response from them. In other words, she wanted to work for a "we feeling" or "team feeling." How did she go about developing such a

1. The two little German refugees entered later.

feeling tone?

On the first day of school, after exchanging greetings and counting heads, the teacher asked some of the boys to move her desk out of the way, in order to help create a more informal atmosphere. Then she picked up the morning paper and read, "School bells ring for thousands of children," and remarked, "They rang too soon for me. How about you?" Then she sat down and talked with the children about how hard it was to get up so early in the morning, and how school had started a little too soon for her because there were so many things she still needed to do in her back-yard flower garden. In answer to one child's question, "Did all of those roses on the table and piano grow in your yard?" the teacher told them of her pride in her flower beds; of how she had spent her summer mornings cultivating, weeding, spraying, and dusting her one hundred and ten rose bushes; and she added that since school had started and she could no longer spend her mornings in her garden, she had brought some of the garden to school with her.

Following this talk of roses, some of the children mentioned vacation trips to the country and gardens they had seen there. A few children told about tomato patches of their own that they had cared for during the summer; some told of other things they did, such as hobbies they pursued, and soon an interesting discussion on "Hobbies" was

in progress. Some children asked if they could bring some of their hobbies to school. Others suggested that they have a "Hobby Lobby" and use the back wall of the room to display their hobbies. Someone asked if they could have a Hobby Club that could meet regularly during the year; and so one of the experience units for the year was launched.

Since the teacher had for many years been responsible for the school safety program, many children, that first day, asked, "When are you going to appoint Safety Scouts?" or "What do you have to do to be a 'Safety?'" (A "safety" was their own term.) Because the school is situated on a heavily trafficked street, the first days of school, with so many new entrants, always create a safety problem needing urgent attention. So one of the first things done was to organize the Safety Council and get it to functioning. Representatives from the other grades were called in, and the teacher talked with them about the work of the Council and its importance. The newcomers to the school were introduced, and when everybody knew everybody, the Council was organized, the school safety program was outlined, and the various committees were appointed. Some of the big children were appointed line leaders to bring up the little children to their rooms without confusion; others were appointed to help the Kindergarten children get across Broadway at Clay and Shelby Streets when they were dismissed each day at noon.

Another committee was stationed in the lavatories in the mornings to remind the little children to flush toilets, wash their hands, and place paper towels in the waste baskets. Still another committee was stationed at the alley gate, another on the playgrounds, and others wherever there was danger of accidents. Before noon that first day of school every Sixth Grade child had a safety job for the year, a position of responsibility in the school -- and another unit of study was under way.

After the Safety meeting was concluded, someone mentioned that not only were there school duties to be assumed, but that the children also needed to settle some class responsibilities; they needed to choose playground teams and captains; someone was needed to come early each morning as long as the weather remained warm and open wide all of the windows; someone was needed to take care of the playground equipment, and so on. A long list of jobs was written on the board, and each child volunteered to take over one or more duties. The children then went down to the playground, organized their teams, chose their captains, and discussed the different games which might be played with safety on their brick playground. They decided on volley ball for that day; so they spent the next twenty minutes playing together, taking turns, working out difficulties, and abiding by the rules of the game.

When they returned to the classroom with dirty, perspiring hands and faces, they noticed the sink in the room, and also the fact that there was no paper toweling or soap. One girl whose father owns a grocery said she would bring a roll of paper toweling the next day; another said she would bring a bar of soap; the teacher promised to bring a soap dish and towel rack for the boys to nail on the wall; and one boy remembered he had a large old mirror in his shed that he could bring to hang above the sink, so that they could see how they looked. The teacher commented that she was glad to know they were so interested in their personal appearance.

One child noticed the dust which had settled on the piano stool during the morning, took her handkerchief and wiped it off, and then said, "Let's have music." Another said, "Play something for us, Mrs. Clarke." So the class spent the next forty-five minutes in singing old familiar songs and "rounds." The teacher suggested trying to fit new words to some of these rounds; on the spur of the moment, one child would contribute one word, another child a line, and so on until the verse was developed. "Christmas Bells" became "Pinzer Bells"; and "Three blind mice; See how they run!" became "Sixth Grade girls; Sixth Grade boys; Have such fun!" The children had a hilarious time singing together in groups -- in sextets, quintets, quartets, trios, duets, and solos. One girl, who was taking piano lessons, volunteered

to play on the piano her favorite pieces, "The Anniversary Song" and "Buttons and Bows." As she played these, the children sang the choruses.

After these pieces, one child said, "Mrs. Clarke, play your favorite popular song." She told them her favorite was "Now Is the Hour", and then told them a little about the song -- that it was originally an old Maori song, brought from Australia and New Zealand to England and then to America by soldiers returning from the war. She told them something of the Maori people and promised to read them some of Col. Bullis's¹ adventures with natives in the South Pacific Islands. Then she played the song and those children who knew the words sang. Then, looking at her watch, the teacher said, "Now is the hour when we must say good-bye." Someone said, "Is it time to go home already?"

As the children left for their safety duties, the teacher said "Goodbye" to each child, calling by name as many as she could remember. When some said, "See you in the morning," along with their "Good-bye", the teacher felt that she had successfully jumped her first hurdle and was off to a good start.

Follow-Up of the First Day's Plans

On the following morning, the teacher was greeted with

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1. Harold Bullis and Emily O'Malley, Human Relations in the Classroom, Wilmington: The Delaware State Society for Mental Hygiene, 1947.

a barrage of diverse questions: "Is this embroidered towel all right for the Hobby Lobby?" "What shall we do about the mothers who crowd around the school gates and doors with their children, and won't move when asked to?" "Some of the little children forgot whose room they were in." "Could I show the class my coin collection?" "Will this dictionary do?" "How can we keep out the dogs that follow the children to school?" "I brought an extra bar of soap in case John forgot his." "Some of the children in my line wouldn't mind."

In answer to all of these remarks, the teacher commented: "You seem to have had some interesting experiences. Since you have so many different problems pressing for attention, don't you think we had better plan first what we will do today, so that we can take care of as many of these problems as possible? What are some of the things we need to take up today?" The children's questions were then organized by the class according to topics, and these topics were listed on the board by one of the children. The teacher suggested that they decide on the order in which these topics would be discussed. After a short discussion of the importance and urgency of the various problems listed, the class decided that those pertaining to school safety should take precedence.

The president who had been elected on the preceding day called a meeting of the Safety Council; and a little timidly at first, then more confidently, the meeting got

under way. (Since many of the children, including the president, had in previous years been class representatives in the Safety meetings, they knew something of the procedure in such meetings.) After repeating the school Safety Pledge, which they had written on the previous day, and hearing the Secretary's report, each scout made his report to the Council. Everyone was expected to take part in the meeting, and everyone did; for each child had voluntarily accepted the responsibility, and was accountable to the group, for carrying out some part of the Safety program. Some children merely stood and said, "Mr. President, my line was satisfactory"; others, "My post was unsatisfactory because_____." So each child who was having difficulty in performing his Safety job was given the opportunity of presenting his problem to the group. Each child had the chance to work with every other child in sharing and evaluating individual experiences.

The children talked over their problems, selecting or rejecting possible solutions. In some cases they were able to agree on a plan they thought best; in others, they decided that the problems needed further study. While the meeting was in progress, the Principal of the school stepped in to talk to the teacher; and in leaving, she told the children how much she appreciated their help in the yard and in the halls that morning, and how pleased she was with the quiet and orderly way in which the school day had begun. Thus the Safety meeting closed with a satisfactory emotional tone.

The children knew that their efforts had been appreciated and this made them feel more confident in their ability to handle the next day's, or the next week's, safety problems.

During this meeting the teacher sat in the rear of the room and assumed the role of a participating member of the group rather than that of the leader as she had done at the previous day's meeting. She felt that since the children as well as the teachers were the ones who were going to abide by the safety rules, they should all have a part in making those rules. She wanted the children to feel that she believed in them and that she had confidence in their ability to assume responsibilities and make decisions. That she was frequently called on for help in guiding their thinking was to be expected, since this was the children's first attempt this year in managing their school experiences. However, she tried to give them both guidance and freedom. Although she tried from time to time to raise the level of their thinking, and although she sometimes suggested possible solutions to a problem or mentioned how children in previous years had settled a similar difficulty, she left the final choice or decision to the group itself. She tried to develop an awareness in the children of the fact that co-operative thinking of a group can solve problems which the individual alone cannot always cope with. The inter-action of the group, and the roles taken by various children during the discussion, furnished the teacher with many clues as to the personalities

of these children with whom she was to spend five hours of each of the next one-hundred-eighty school days.

Personal Relations in the Classroom

On this second morning, some of the children asked if they might sit next to their friends. The teacher told them that she would like for all of them to sit wherever they chose, but that this would not always be possible; and she asked if they could tell why. The children then mentioned several things that needed to be considered. They said that those with poor vision needed to sit by the window and near the front of the room; that the taller children should sit in the back, and so on. They had a good laugh over demonstrating these needs. For example, Leroy B., who was only four-feet-ten-inches tall and who weighed eighty pounds, was seated behind his friend Robert T., who needed glasses, but was five-feet-two-inches tall and weighed one hundred-thirty pounds.

The teacher then passed out slips of paper on which she asked each child to write the name of the child whom he most wished to sit next to, then to list a second and a third choice, so that each one should be sure of sitting next to one of his friends both in the schoolroom and in the lunch-room. This information the teacher used in making the sociogram included in Chapter II¹ in order to study the

1. Supra, page 56.

structure of the class at the beginning of the year. In making the seating arrangements, the teacher was guided by two principles: improving the quality of the inter-relationships of the class and carrying out the children's wishes as far as possible. First, those children who were "isolates" or "fringers" on the sociogram were seated next to their first choices. For example, George G. chose Robert T. first and Tommy D. second, but gave no third choice. No one chose George; so he was seated next to Robert T. Any child in a "pair relation" was given his first choice if this was returned; his second choice if this was returned and his first was not; or his third choice if it was the only returned choice on his list. For this reason, Sharon M. and JoAnn D. were seated next to each other. The child who received choices only from children other than the ones he selected was given his first choice. So Jewell C. was seated next to Mary J., and so on. The teacher was careful to see that every child sat next to at least one of his choices. The children seemed happy and well satisfied with the arrangement as they went about setting up housekeeping--getting textbooks in their desks, placing cards with their names above the hooks in the cloak room, and other organizational activities.

Each day, beginning with the first week of school, and continuing throughout the year, the teacher made it a point to greet the children with a cordial "Good Morning" as they

entered, and to say "Good-bye" when they left at the close of the day. In a short time this became a class habit, and the children became the first to say "Good Morning" to the teacher, and then to each other and to the other teachers and Principal if passed in the halls during the day. The teacher found time each day -- usually between 8:15 and 8:30 in the morning, at lunch time, and between 1:50 and 2:00 o'clock in the afternoon -- for a few personal, friendly remarks to different children, especially the shy, timid, and lonely ones in the room. She asked about the new baby in the family; noticed the new haircut, tie, or socks; told the child he was missed if he had been absent; or just said, "How are you, Mary?" but always in a tone that carried friendliness and interest in the particular child to whom she spoke. The children, in turn, told the teacher about the Sunday-school lesson, Father's new job, Mother's new boy-friend, or an interesting radio program, movie, or article in the newspaper.

During this first week, the teacher started what she called "Pollyanna's Diary", a private check list kept in her own desk. Every afternoon she placed on a sheet of graph paper a blue check mark beside the name of each child whose work she had praised that day. If at any time during the day she had said, "That was a good question," "That was nice volleying," or just, "Fine!" she checked the name of the child to whom the remark had been made. On the opposite side

of the paper, she checked with a red pencil the names of children to whom she had addressed a friendly remark during the day. Only individual commendations were checked, not general commendations of the class or of a group. The teacher wanted each child to feel that she was interested in him as a person, a person worth knowing and having for a friend, and that she recognized and appreciated his efforts. To make sure that she was reaching every child, and that she was doing it consistently, she made certain that there was at least one blue and one red check mark beside each name each week throughout the school year.

The writer does not wish to give the impression that everything and everybody was viewed through rose-colored glasses. Reality was faced. But when it was necessary to find fault, it was found with the deed rather than with the person who performed the deed. When the ball-game ended in a heated dispute, the captains got out the Physical Education Course of Study¹ and together went over the rules of the game. They in turn read the pertinent rules to the class. If no rule was found applicable to the particular situation, the class made its own rule, tried it out the next day, and if it worked it was followed by everyone every time the game was played.

1. Louisville Public Schools, Course of Study, Physical Education, Louisville, Ky., 1941.

Discussing Ways to Handle Emotions

One morning when the teacher was distributing appointment slips for free dental work at the Clarksdale Clinic, several children hesitated in accepting their slips. They said they "didn't like to go to the dentist," or were "afraid of the dentist." Then and there the time was taken to discuss fear. The teacher asked, "What will happen if you don't go to the dentist?" In the class discussion that followed, some said that they too had at times dreaded going to the dentist, but that after they got there "it wasn't so bad." One child said, "I got nervous and scared when I had to talk at our P. T. A. program, but after I got started, I was all right." The teacher admitted having had the same feeling on similar occasions, and said that she had found that the best way to handle fear was to do the thing which she feared. Then the teacher read to the class Col. Bullis's experience during the war with a soldier who was A. W. O. L.¹

The story of this young man's reaction to fear interested the children more than the teacher realized, for the next morning most of the class wanted to tell about "what my father said happened when he was in the war." Meeting fear had evidently been a topic of conversation in many of the homes on the preceding night. The discussion was continued.

1. Bullis, op. cit., pp. 75-78

One child said, "Read us another story like that." So the teacher read the story¹ about a Vermont woman's fears while waiting alone in her home all day for the phone call from her son in Tokyo. The children discussed the danger of letting fears "pile up" within themselves as was the case in the stories read. They noticed how this woman's fears affected her physically, and remembered experiences of their own where "my hands were wringing wet," and "I had a queer feeling in my stomach." And so they saw that everyone at times is afraid, just as everyone at times is angry, or happy, and that fear is nothing to be ashamed of, but something to accept and face. They saw that sometimes they were afraid of something like "going to Eastern Junior High School next year," mainly because they didn't understand the thing which caused the fear. On the following day the children informally dramatized some of the fear-causing experiences which they had discussed. Among these were: "Going to the dentist"; "The first day at E. J. H. S."; "Has anyone seen my dog?"; "In a haunted house"; "Waiting for Mother and Daddy to come home" and others.

In the months that followed, whenever the need arose, the teacher read other stories from Human Relations in the Classroom² and then discussed these stories with the children

1. Ibid., pp. 54-56.

2. Loc. cit.

to help them gain an insight into the causes of their feelings and actions. As a participating member of the class Book Club which met each week, she sometimes told one of these stories for her book report to help the children to see that they were not alone in their difficulties or feelings -- that everyone at times is "mean", loses his temper, or is afraid; that everyone needs to understand these feelings instead of being ashamed of them, and that he needs to avoid being critical of others who show similar feelings. In addition to reading these stories, the teacher showed two films that brought out helpful lessons along the same lines. These were: The House I Live In, starring Frank Sinatra, and The Greenie, showing the difficulties of a newcomer in a neighborhood.

Planning Units of Work

In trying to get better acquainted during the first week of school, the children discussed with the teacher their individual interests and needs. They mentioned the particular things they wanted to study for the coming year, and their requests filled both blackboards. When the individual requests of each child had been recognized, the teacher helped the children to list common desires of the class and further to investigate and evaluate those desires in order to determine which would be most profitable for class study. Here again the teacher tried to guide rather than to dominate

the group's actions; she also tried not to be unduly influenced by the Louisville Courses of Study for Grade Six which lay in her bottom desk drawer.

Because two members of the class had lived in China for eight years, and because at this time there was much in the papers about the desperate condition of the Chinese people and about Madame Chiang Kai Shek's contemplated visit to the United States, the children wanted to know more about the Chinese people. Because the children were interested in the First National Bank Branch across the street from the school, and in the armored car which drove back and forth from the bank, and because many children had coins brought from overseas by members of their families, they wanted to learn more about money. They were interested in their Safety responsibilities at school, in improving their personal appearance, and in having time in school to work at their hobbies. Thus the class selected the following centers of interest as the areas for study at the beginning of the year:

- (1) China's Changing Civilization
- (2) Good Hobbies
- (3) Preventing Accidents at Home and in School
- (4) Money
- (5) Personal Appearance

Trip to the Library

In starting the units of study already listed, the children first explored all of the resources of the school and the community which might help them solve their problems in these fields. The class soon felt the need for magazines and books of more recent date than those found at school or in the Clarksdale Library. It was discovered that very few children had Public Library cards. So arrangements were made for the class to visit the Main Library at Fourth and York, permission slips were written for parents to sign, and pennies were saved for bus fare.

During the early morning of the day on which the trip was scheduled, the children spent a little time in reviewing their objectives. In answer to the question, "What do we want to learn on this field trip?" the children mentioned that they wanted more resource material on their units of study, that they would like to know how the library is able to keep track of so many books, what goes on in the rooms outside of the children's department, and how to get a library card. They discussed the need for obeying safety rules on a trip and for consideration and courtesy toward other people; what to do if everyone couldn't get on the same bus; and so on. The class was then dismissed and told to meet in front of the school in five minutes. They were in luck when they crossed the street, for they were met by

an empty bus so that everyone was able to get a seat on the same bus. The class spent the ten minutes of the bus ride in getting better acquainted with each other and with the teacher.

At the library they were met by the head of the circulation department, who took them on a tour of the reading room and then into the hall, where the library's catalog system was explained to them. From there they filed through the stack room, where the children were amazed at the great number of books, and then on to the cataloguing department. Here they saw some new books actually being catalogued and prepared for shipment to branch libraries. (They were especially fascinated by the new electric eraser.) Next, Miss Grauman conducted them through the reference room. She showed them the folder on China, atlases, and statistical material in this room; and after jotting down some notes, the class reluctantly went upstairs. They stopped a few moments to admire the beautiful photographs exhibited in the hall, and then continued their tour. In the Kentucky room they took turns at the microfilm projector, which aroused much interest and many questions. They then crossed the hall into the children's room, and in less than a second the group had scattered all over the room; some were at book shelves, others were at the magazine racks, others were at a table viewing stereopticon slides, some were in line for application for library cards, etc. After browsing around for about twenty

minutes, they went to the auditorium where Mr. Davis, the library employee who had arranged the trip for the class, showed the new documentary film, Peiping Family. This was an excellent teaching film and a grand finale to the tour. The class had been gone from school for three hours, and it was time to get back.

The group walked back to school, arriving just in time to help with the Kindergarten children. (As previously explained, the Sixth Grade helps the Kindergarten children get safely across Broadway, Shelby, and Clay Streets at 12:15 each day. Many of the parents of these little children are unable to come for them at dismissal, and would not send the children to school at all if they had to wait till 2:00 o'clock when the older children are dismissed, or had to try to cross the street unescorted. So the Sixth Graders have a very real responsibility and take pains to meet it.)

The time after lunch was spent in reviewing the morning's experiences, in listing questions which came up, and in making a list of the books checked out of the library. The children discovered that they had brought back thirty-six books to add to the reference material already on hand. One of the class librarians mentioned that it might be of help to the class to follow the library's method of classifying and arranging books on the shelves. The other children agreed, and volunteered to help with the task. Another child

thought that thank-you notes should be sent to Mr. Davis for making the arrangements for the trip, to Mr. Graham the librarian, and to the various ladies who had shown the group through the library. Another suggested that they might at the same time write for some of the free material they had found available while in the reference room. Each child wanted to write an individual letter to Mr. Davis; so it was agreed that this should be done, and that the class should divide into committees to write to the other people, each committee writing a letter to represent the whole class. These committees wrote to Mr. Graham and the other library employees who had helped the children, and also to the Chinese News Service, United China Relief, National Geographic Society, and other sources of material on China.

The morning following the library trip was a busy one. The class broke into small groups according to the choices shown in the second sociogram¹, and the children helped each other with their chosen assignments. One group reviewed their knowledge of friendly letters and thank-you notes; another group studied the language text-book² for information in regard to the form and content of business letters. The librarians and their assistants organized their cataloguing job, and covered the library books with colored construction

1. Supra, p. 56.

2. Paul McKee and Annie McCowan, Communicating Ideas, Grade Six. Boston: Houghton-Mifflin Co., 1942.

paper to keep the book covers clean. The teacher helped individuals or groups whenever they asked for help, and she noted common language and spelling errors to take up with the children at a later time. After many trials, the children finally wrote letters acceptable to the class as to spelling, punctuation, form, content, and penmanship, and with a feeling of satisfaction addressed and stamped the letters and dropped them in the mail-box across the street.

So with a spirit of adventure, with a feeling that "our problems are the seat of our opportunities,"¹ the children worked together in the days that followed -- feeling, thinking, and acting on their thinking, as they planned, managed, and evaluated their class experiences. The children developed their subject matter in the process of exploration and investigation of their problems; they cut across subject lines in the individual, group, and class activities which made up the work of each day; they used a variety of resources and participated in a variety of activities. For obvious reasons it is impossible to include in this paper all of the activities in even one of the many units worked out by the class during the year; but it is hoped that the following examples will give some idea of their nature.

Unit on China

In developing the unit on China, the children grouped

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1. Charles Morris, The Open Self, New York: Prentice-Hall, Inc., 1948, p. 19.

themselves according to their interests. Each group chose its own chairman, made its own study outline (after learning how to write an outline), and assumed responsibility for getting books, magazines, and other source material. The children had group discussions and class reports on their reading. Each child was allowed to express himself in whatever way he chose; some kept note books; some members of the transportation group made a blackboard border showing what they believed the Yangtze River to be like; some made junks, sampans, rickshas, and carts from match sticks and scraps of lumber. One group reproduced a Chinese farm, showing the mud house, the water-wheel (of match sticks) for irrigation, the water buffalo hitched to a plow, and the farmers (clothes pins) working in the field. Another group drew a large picture of the Great Wall of China. The trade group made maps showing trade routes, and charts showing China's exports and imports; they made picture, bar, and circle graphs. Another group talked to some Chinese laundry men and Seminary students, and some did picture writing.

The children corresponded with various agencies such as United China Relief; they saw seven Chinese movies such as Children of China, The Yangtze Patrol, and People of Western China; they learned some Chinese songs, poems, and games; they dramatized three Chinese stories and had an exhibit of stamps, letters, newspapers, and over one hundred articles

made in China. The exhibit attracted much attention; and friends, neighbors, business men, and other teachers in the school, as well as the classroom teacher, contributed articles. All of the children on the third floor were invited to see the exhibit.

The culminating activity in this unit was in the form of a radio program (with microphones made of broomsticks and tin cans) and for their studio audience they had as guests the Fifth Grade, a group of University students, and the Principal of the school. The program was repeated at the next P. T. A. meeting; following the program, the class invited the mothers up to their classroom, where they introduced their mothers and proudly showed "what I made." This served as an opportunity for everyone, children and parents alike, to get better acquainted with each other.

Unit on Money

In developing the unit on money, the class viewed and discussed two movies: Fred Narda A Bank and Using The Bank. Individuals and groups visited the neighborhood banks, and on returning to school reconstructed the bank activities observed -- counting money, making change, writing deposit slips and checks, etc. The class discussed such topics as (1) What Money Is; (2) Why Money Is Used; (3) How It Can Be Used. They followed a five-dollar bill on its travels and

contrasted this with the primitive system of barter. One day was "Barter Day", and on that day the children brought to school the things they wanted to trade and spent an interesting half-hour trading by barter. The class discussed the meaning of thrift and ways to practice it in their daily lives; the importance of budgeting, of joining Christmas Savings Clubs, and of investing in good books, music records, pictures, and articles of lasting value. They made illustrative line, bar, circle, and picture graphs. They displayed dinner menus, each having the same food values, yet differing greatly in cost. They saw that spending money wisely is just as important to the family and the community as saving money.

One group of children made a large map of the world, showing the worth of the American dollar in different countries. Another group made a polar projection map of the world, circling it with coins and paper money donated by the class Hobby Club. These coins were connected by ribbons to the proper countries on the map. Among the coins mounted were: an American dime, a Canadian dime, a French franc, a German mark, an English pound, an Italian lira, a Mexican peso, a Norwegian krone, and an Indian rupee. The children discussed the relation of currency in the U. S. to that of other countries, and investigated reports of inflation in such countries as China. One group dramatized incidents in the Gold Rush of 1849. Still another group posted on the

bulletin board from week to week pertinent clippings, cartoons, puzzles, problems, and questions. When the material was taken down from the bulletin board, it was mounted in a scrap-book.

Each child kept in his desk a folder with his written arithmetic. This cumulative record not only gave concrete evidence of the child's progress in increasing his skill in addition, subtraction, multiplication, and division of whole numbers, common fractions, and decimal fractions, and in problem solving, but it also gave something tangible to discuss when the teacher or another child tried to help him in his work.

Several periods each week throughout the school year were spent in the choral reading of poetry, and after a while the children began to write poems of their own. One day, while the class was developing the unit on money, one of the children (Sharon M.) said she had written a poem about money and would like for the children to help her with it because she "wasn't exactly satisfied with the way it sounds." The poem in its original form was as follows:

Money buys us clothes and things,
Jewels such as diamond rings.

But it cannot buy the trees we love,
Or the moon and twinkling stars above.

Money does not buy true friends or health,
It doesn't matter if we have wealth.

You and I don't have to guess;
Money can't buy happiness.

Unit on Personal Appearance and Manners

The children's questions: "What causes pimples?" "Mrs. Clarke, don't you like the way Jo Ann fixes her hair?" "Which name comes first, the girl's or the boy's, when you introduce them?" led to some interesting discussions and activities. The children discussed the relation of diet, exercise, rest, and cleanliness to personal appearance. They kept individual records of food eaten each day for a week. They posted the school lunchroom menu every morning and planned several lunches for various amounts of money. The girls brought their manicure kits to school and demonstrated how to care for finger-nails and hands. On another day the boys brought their shoe-shine kits and gave free shoe-shines. On still another day the children brought their hair brushes and learned how to brush hair, why it needs to be brushed, and how to care for comb and brush. They discussed the proper way to wash hair, how to prevent pediculosis, and what to do for it. They discussed the importance of taking baths, and ways and means of taking a bath in a home which had no bathroom facilities. They pointed out the reasons for putting on clean clothing after a bath, and for caring for the feet, socks, and shoes. Every child brought a clean handkerchief to school each day, and the teacher kept a box of cleansing tissues in her desk for the use of the class.

One group made charts showing pictures of different

hair styles, and pointed out how different styles fit different people. Another group made charts on the care of clothing, and still another made stick drawings of posture habits. The class practiced posture exercises, and developed a greater consciousness of posture habits.

Whenever a child or adult visited the class, and whenever a new child entered the class, introductions were made. At the beginning of the year, when the teacher was planning her home visits with the children, the children learned how to introduce adults, various children assuming the roles of teacher, minister, doctor, mother, father, friend, little sister, or big brother. They dramatized "A Friend Pays A Visit," "The Teacher Comes to Call," "Mother Comes to School," "A Stranger Knocks on the Door," and "I'm Having a Party," and pointed out the differences in the greetings and conversations on these various occasions. The children were able to put this knowledge into practice on a number of occasions during the year: when the teacher visited the homes; when the class had its Hallowe'en, Christmas, and Valentine parties in school, and its picnic at Seneca Park at the close of the school year; and when the children entertained their parents at school. On those particular occasions the children explained to their parents the various activities of the class, introduced parents to one another, chatted with them, and served fruit punch made by the girls and iced by the boys.

Units on Safety and Hobbies

Each day the children went about their safety duties, and each Friday the Safety Council held its meeting. At some of these meetings, old or new problems were studied or settled; at other meetings, original safety stories, poems, or jingles were read, or dramatizations were given on such topics as: "Safe Fun on Hallowe'en," "Slippery Streets," "Christmas Toys," and so on. From time to time the children would perform special assignments. They made a survey of the neighborhood, as part of a city-wide survey, to determine the number and types of warnings found to tell motorists of the proximity of the school. They made a week's survey of the amount of pedestrian traffic at Shelby and Broadway, and Clay and Broadway, between 8:00 and 8:30 in the morning and between 2:00 and 2:30 in the afternoon. At another time they made a similar check of motor vehicles. They helped at the fire escapes during fire drill, and at the paper crates on "Paper Collection Days." They helped the janitor by picking up or sweeping up broken glass or fruit peelings on the playground. They helped in the annual "Clean Up and Paint Up" campaign.

Every Tuesday and Friday afternoon was Hobby Day. From 1:00 until 2:00 o'clock on those afternoons the class carpenters who were making window boxes for the room (and very good ones too) worked in the school yard. The magicians practiced their tricks in the cloak-room. The soap-and-wood

carvers worked at one reading table, the stamp-and-coin-collectors talked at another. The clay modelers worked at the sink; the movie fans sat by a window and exchanged photos for their albums; the sewing club sewed, crocheted, and embroidered by another window.

Each Friday, during Hobby Hour, Mr. Wood, the Band Director from Eastern Junior High School, met with the seven members of the Pinser Band. Each time Mr. Wood brought several instruments from his school; the teacher's husband donated his saxophone to the cause; one child borrowed a cornet from a Salvation Army leader; another child brought a second-hand drum; so "The Band Played On." Every Tuesday, Mrs. Yates, a violin teacher in the Louisville schools, taught a violin class of four in the Kindergarten room; and after school, one of the Y. M. C. A. leaders met with the Y Club, and the classroom teacher taught a piano class of nine girls and one boy.

Once a month the different hobbyists entertained the class. At one program the magicians amazed the class with their tricks, at another time the musicians entertained, and at another time the stamp collectors told the group about some of the interesting stamps collected. At still another time the teacher brought her collection of bisque, her Bavarian beer steins, and her old Russian, Chinese, and English brass.

From September to June the interest in hobbies grew by leaps and bounds until it included everyone in the room. The children shared their hobbies with the other children in the school by mounting some of their handwork, coins, dolls, stamps, etc., on the large bulletin board in the first floor hall. The children were always delighted when, on coming downstairs, they saw some of the little children standing around this exhibit in the "Hobby Lobby."

In developing the five units discussed above, and in those which followed, the children shared many different experiences as they read, studied, talked, listened, planned, experimented, and made choices; as they took field trips and interviewed people; as they dramatized, "dressed up," and got dirty; as they hammered, sawed, carved, sewed, and painted; as they danced, sang, ate, played, laughed, and even cried together. In the solving of the problems related to one unit, new problems and interests were revealed. And so throughout the year these thirty-five sixth-grade boys and girls went from one adventure to another which promised to be even more interesting than the preceding one.

As they planned and worked from day to day, then from week to week and longer, they evaluated their activities. "Let's stop and look at our lesson today. How far did we get?" "Shall we continue this activity?" "How can we improve our group work tomorrow?" At the conclusion of a unit,

the children sometimes developed a questionnaire for the individual members of the class to answer with such questions as: (1) What did I learn? (2) How can I use this knowledge? (3) Will this study help me outside of school? (4) Did I enjoy this unit? (5) How could it have been better? (6) Did I co-operate with all of the members of my group? (7) Did I finish the things I began? (8) Did I work independently?

In all of the experiences the teacher was a learner with the children, a co-operating member of the group rather than the dominating one. She tried to make each child feel her interest in him and in what he was doing; to listen attentively to what each child said, and to the feeling tones accompanying his statements; to be ready with praise when it was deserved, and with encouragement when it was needed. She continually tried to improve the group process as well as the productivity of the group. She studied the changing group patterns of the class, giving guidance when needed to improve the personal relations. She tried to help each child find joy in working with friends toward a common goal, and satisfaction in the achievement of that goal. To show more clearly how this was done, to show how particular needs of individual members of the class were met in the development of the curriculum, is the purpose of the next chapter.

CHAPTER V

CASE STUDIES SHOWING THE APPLICATION OF THE CURRICULUM TO THE MENTAL HEALTH NEEDS OF THE INDIVIDUAL CHILD

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Throughout the year the writer kept an anecdotal record on the twelve children whose autobiographies are included in Chapter II. It was her intention to make a detailed case study of each of these twelve, but because of the limitations of space it has been necessary to confine the case studies to three.

Robert T.¹

Chronological Age {October, 1948}	13-2
Mental Age { " " }	11-9
Achievement Age { " " }	11-1
Intelligence Quotient" " }	 89
Personality Adjustment Test Scores	
Personal Inferiority.....	13
Social Inferiority.....	12
Family Relationships.....	16
Day dreaming.....	12 *
Total Score.....	53

Robert, who was the oldest of the four children in his family, was also the oldest child in his class at school, as well as the tallest and the heaviest. He was five-feet-two-inches.

1. Snyder, pp. 38-39.

* Highest score in the class.

tall, and weighed 130 pounds. He seemed in good health, but needed some dental work and new eye glasses. His vision was 20/40. He got glasses when in the fourth grade, but discontinued wearing them shortly thereafter because "I don't like glasses; they hurt my eyes." He said he didn't know where they were now, because the family had moved several times, and the glasses might have been lost at one of those times.

The sociogram made at the beginning of the year¹ showed that three of the twelve boys in the class wanted to sit next to Robert. Leroy B.² told the teacher that he liked Robert because "He's so big, and I'm so little. He won't hurt me. We don't get into any quarrels."

A comparison of Robert's scores with the norms for the Personality Adjustment Test showed that he made normal scores in the first two areas, but rather high scores in Daydreaming and Family Relationships. So a more careful study was made of his responses to particular questions on the test, in order to get a better understanding of his problems.

In Part I, one of the questions asked: "Suppose you could have just three of the wishes below (there were 14 listed) which would you want to come true?" Robert's first choice was, "To get along better with my father and mother"; his second,

1. Supra, p. 56.

2. Supra, p. 45-47.

"To be brighter than I am now"; and his third, "To have my father and mother love me more." If he could change himself into any sort of person, he wished to be an artist.

Part IV has a series of questions, each making a statement about a child and asking the two questions: "Am I just like him?" and "Do I wish to be just like him?" On Item 4, "Sam got very good marks on all his school work", Robert checked "No" to the first question and "Yes" to the second, indicating that he felt inferior in his school work, but would like to improve. On Item 5, "Allan sits and dreams all sorts of make-believe adventures with make-believe friends," Robert checked "Yes" to both questions, showing that he recognized his own daydreaming and received pleasure from it. On Item 6, "Joe is a leader; all the fellows do what he tells them," Robert checked "No" to both responses, indicating that he was not ambitious for leadership or domination. On Item 11, "Walt is pretty dumb in his school work," Robert checked "Yes" to the first question and "No" to the second, which agreed with his responses to Item 4. Another set of questions in this section asked "Which of these boys would your mother like best?" and "Which would your father like best?" To these, Robert indicated that his mother's choice would be Sam, "who gets good grades in all of his subjects" and that his father's choice would be John, "the most popular boy in school," (Item 9).

In Part V, he answered Question 7 with "I don't want to be grown up. I would rather be just as I am." To Question 9, which gave a series of choices of activities and asked "Which do you like best?" he answered, "To go off by myself and play and read." Question 15 asked, "Do you like to get into rough games, wrestling matches, football games, and things like that?" He answered, "I hate to have people push and pull me around." To Question 21, "Do you want people to like you?" he answered, "I don't care very much, but I'm glad when people like me."

In going over these responses of Robert's, in the light of his autobiography, the visit to his home, and observations in school, the teacher saw a boy who felt inferior and admitted it: a boy whose mother liked "Boys who get good grades" and whose father (the traveling representative of a fraternal organization) liked "boys who are popular." She saw a boy who liked to draw and had no place in the two furnished rooms called "Home" to do so, or to keep his possessions; who got into difficulties with his two younger brothers and his sister because of this situation; and who thus got his satisfactions out of daydreaming and going to the movies.

Because Robert had repeated several grades, he was overage for the sixth grade; but his mental age of 11-9 and his achievement age of 11-1 indicated that he could do very satisfactory work here, that he need not feel that he was

"just like Walt, who was 'pretty dumb' in his school work." On the achievement tests his only low grade score was in the Arithmetic Computation Tests, in which he achieved on a 4.1 grade level.

Because of Robert's interest and real talent in art, and because he stated in his autobiography¹, "....seemed very dull. When I got in Mrs. Clarke's room things were different. I got a safety job," the teacher felt she could best attack his feeling of inferiority and help him toward the realization of his three wishes² through his interests in art and safety.

Early in the year the class saw the movie People of Western China. During the discussion which followed, Robert asked several questions about the water-wheel shown, and aroused the children's interest in just how and why this wheel was operated. So the film was run off again and halted when it came to the water wheel. This particular part was run back and forth several times, the children trying to answer their questions, and Robert sketching the water wheel. The children were not quite satisfied, and decided they would like to learn a little more about these water wheels; they also expressed a desire for some group to make a Western China farm with a water wheel as shown in the movie. This was to be in addition to the South China farm showing a water buffalo at work, which was already in process of construction

1. Supra, pp. 37-39.

2. Supra, p. 105

by another group. Robert was unanimously made chairman of the Western China group.

During the next few days Robert pored over the books brought from the Main Library, and through the old National Geographic Magazines belonging to the teacher. In the afternoons, with Leroy and Tommy, he bicycled to the Clarksdale Library, the Shelby Library, and the Highland Library to see if they could find any additional books or pictures. Every morning Robert and his committee talked about what they had learned; examined the match-sticks, pieces of wood, and clothespins brought in to see if they were usable, and made plans for their construction work. Leroy volunteered to make the farmhouse, field shrine, and so on; Tommy agreed to make the clothespin figures; and both boys said they would help Robert with the water wheel.

Tommy's father, who is the maintenance man at the Clarksdale Apartments, and had "a workbench with all kinds of saws and carpenter's tools," told the boys they could use his work-shop in the afternoons. His invitation was promptly accepted; and so during the next week, Robert and the other two boys spent their afternoons working at their project. Mr. D. got interested in the boys' struggles to make the glue hold and the buckets turn over, and he too became a co-operating member of the committee and thus helped the boys to do a better job than they could have done alone. The boys felt very

grateful to Mr. D. He in turn said to the teacher when she visited his home, "It was right interesting. I got a big kick out of helping the kids. We didn't do things like that in the country where I went to school."

One morning Robert asked the teacher about the large maps made of sawdust and papier-mache which he had seen in her room last year. He wanted to know if they were hard to make. She asked him what he had in mind, and he replied that he thought a large map of China, showing the mountains, plains, lowlands, and rivers, would look nice hanging over the tables with the reproductions of the two China farms. The teacher thought it was a good idea and suggested that his group get some shredded paper and glue, some sawdust and wallpaper paste, and two buckets, and then see what they could do. After experimenting with the two mixtures, they decided on the sawdust one for their map. Robert drew a large outline map of China, and the committee went to work laying on varying quantities of the sawdust mixture on different parts of the map; then when the map was dry and they had made certain that the mountains in Tibet would "stay put", they painted the mountains brown, the highlands orange, the valleys green, and the rivers and ocean blue.

In November, when the children gave their P. T. A. program on China, Robert was an active participant. At the close of the meeting when some of the parents visited in the

classroom (including both of Robert's), Robert very proudly displayed the water wheel and introduced the members of his committee, who then told of the group's experiences. Both of Robert's parents just beamed throughout Robert's talk. Before leaving, his father said, "Robert seems to be getting along very well," and his mother added, "All he wants to talk about at home is China, what he did in school today, and what he's going to do tomorrow." At this time, and again when she visited the home, the teacher told the parents of the fine work Robert was doing as a Safety Scout, how kindly he treated the little children, and how much they liked him. The father remarked that one day while the family was in line in a cafeteria in town, a little boy ahead of them pulled on his father's sleeve and said, pointing to Robert, "That's my Safety." This seemed to please Mr. T.

Shortly after the children took the Stanford Achievement Test, the teacher went over the results with those children who didn't do as well as could be expected in comparison with their mental test scores. Robert was one of several who were low in arithmetic; so the teacher went over with these children the individual examples in the arithmetic tests to help them see what processes they needed to concentrate on. Robert confided, "I just can't get to understand long division. I don't get the hang of it." So the teacher, and then Tommy and Sharon, who were both achieving on a Junior High School level in arithmetic, helped Robert from day to day to "get the

hang of" long division and to keep it. Each day they would check his "Practice Pages" in the text-book, or work-book, until he was sure that he had mastered his problem. He took his arithmetic papers home each day to show his parents his improvement, and was very proud of his "100" papers.

In October Robert joined the "Y" club; and from then on, spent two afternoons of each week in "Y" activities, one afternoon at school and one at the Y. M. C. A. One day in the following spring, he told the teacher he had won a place on a swimming team which was going to Indianapolis that week-end to compete in a "Y" swimming meet; and on the following Monday he told the class all about his experiences on the trip.

Although other members also were talented in art, Roberts was by common consent considered to be the class artist; and whenever anyone needed help in an art problem, as for example shading a figure or improving the perspective in a drawing, Robert was consulted. He in turn consulted the others whenever he needed help with his arithmetic.

So Robert no longer had the time, or felt the need, for daydreaming of being an artist in a make-believe world; he was a real artist in a real world peopled with friends who considered him to be "pretty smart." At any time during the year he could look about the room and see displayed on

a wall, table, or bulletin board something that he had created or helped to create, and with a feeling of satisfaction could say, "This is my work." His report card, with favorable comments by his teacher, also helped both Robert and his parents to feel that he was considered a responsible and valued school citizen. And thus all three of his wishes were to a good degree being fulfilled.

George G.¹

Chronological Age	(October, 1948)	12 - 3
Mental Age	(0 " ")	10 - 7
Achievement Age	(" ")	10 - 10
Intelligence Quotient.....		86
Personality Adjustment Test Scores		
Personal Inferiority.....	18	
Social Inferiority.....	16	
Family Relationships.....	18 *	
Daydreaming.....	8	
Total Score.....	60 **	

George, a quiet, nice-looking boy, seemed rather pathetic to the teacher because of the fearful, wary look in his eyes. He seemed to be always on the alert, and ready to duck an expected slap or blow.

A study of George's autobiography showed that eight of the twelve sentences began with "I" and were of a boastful nature, as for example: "I am a bad boy." "I have lots of fights." "I have caught some big fish." His responses on the Personality Adjustment Test in several instances were also of a bragging type. But his responses to several items were inconsistent with his responses to similar items in other parts of the test; and throughout the test were many erasures, showing indecision as to how to answer questions. For instance, on Part IV, Item 1, he answered "Yes" to both

1. *Supra*, pp. 31-33.

* Highest Score for the class, indicating greatest degree of maladjustment.

** Highest total score for the class.

questions indicating that he felt himself "like Harold, who can run faster than any boy in school"; he also answered "Yes" to the same questions under Item 3, "Ed is the best ball player in school." Yet on the following page of the same test, in Part V, George answered the question, "How well can you play ball?" with "I can't play ball at all"; and to the question, "Do you like to play games with the other boys and girls?" he answered, "They don't want me to play with them, because I don't play games very well." In Part IV, Item 11, "Walt is pretty dumb in his school work," George checked "No" to both questions, "Am I just like him?" and, "Do I wish to be just like him?" On Item 14, "Bob is the brightest boy in school," he answered "No" to the first question and "Yes" to the second, indicating that he recognized inferiority in school work but wished to be otherwise. In Part V, Item 9, he answered the question, "Which do you like best?" by checking, "To play with a whole crowd"; to Question 14, "Do you have any good friends?" he answered, "None at all"; and to Question 19, "Do boys or girls like you best?" he answered, "I am not popular with either boys or girls." His answer to Question 21, "Do you want people to like you?" was, "I always try very hard to make people like me." When asked, in Question 13, "Do other children play mean tricks on you?" he answered, "Very often"; and to Question 16, "Do people treat your brother better than they do you?" he answered, "Almost always."

In Part I, his three wishes were to be: (1) a doctor; (2) a king; (3) a detective. When asked to write in any other sort of person he would like to be, he wrote "a minister." His three choices among the wishes listed in Part II were: (1) To have the boys and girls like me better; (2) To be brighter than I am now; and (3) To play games better. Throughout the test, wherever he had to choose three people to share an experience with him, he always chose the same three and in the same order: (1) his "father" (not his real father, but his step-father, who had adopted him); (2) his brother Frank; (3) his baby brother. He never included his mother or his sister in his choice.

Thus it seemed at the beginning of the test that George tried to cover up his feelings of inferiority by rating himself as like the best ball player, and so on; but further on in the test he freely admitted his deficiencies when he said that he didn't play games well, was not bright in school, had no friends, and was not liked by either boys or girls; in other words, that he was lonely and unhappy. This was further confirmed by the fact that no one chose George for a companion on the Friendship Sociometric Test.¹ George had failed once in the primary grades; and on his report cards up to the sixth grade he usually got "2" or "3", as well as a large number of "U's" (Unsatisfactory) in Citizenship. His last

1. Supra, p. 56.

three teachers considered him a "problem child" both in conduct and in scholarship. While he was in the classrooms, his conduct had generally been satisfactory; but he repeatedly got into trouble on his way to and from school, on the playground, and in the lavatory, and always lied about what happened. That George was a slow learner was shown by his I. Q. of 86; but since his achievement age was 10-10, while his mental age was 10-7, it seemed to the writer that he was doing the best he could in his class work. She also thought his misconduct outside of the school room might be his way of trying to get recognition and status with his peers, and that he possibly felt that it was "better to be criticized than to be ignored" in school.

George's high score and evidences of maladjustment in the "Family Relationship" sections of the test were easily understood in the light of his family background. The writer first met George's mother when he was in the fourth grade. The day after George was reported to have spit on a child, Mrs. G. came to talk to his teacher and then belligerently came to the writer's room to report the rudeness shown her by one of the Safety Scouts. The writer promised Mrs. G. that she would investigate the matter, and on talking to the particular scout and to other children, she found that it was really Mrs. G. who had been rude and impolite. (Mrs. G., an attractive looking woman in the early thirties, frankly admits that she is a graduate of Ormsby Village, and that she has a terrible temper, is lazy, and a poor manager of her husband's wages. That this is all true was quite

obvious to the teacher when she visited the third-floor apartment in an old, condemned fire-engine house, which George calls "home.")

Shortly after George entered the sixth grade, he was hit by a ball and knocked off his feet during play period. When he got up and saw that his pants were dirty, he began to cry and said that his mother would whip him if he came home with dirty pants. One of the boys got the teacher's whisk-broom and tried to get the dust off. This attention shown him seemed to satisfy George and he stopped crying. The teacher suggested that she would write a note to his mother explaining the accident, but George said "No," he preferred that she wouldn't. On the following day George was absent, and Mrs. G. sent the teacher a note saying that she was keeping George at home because he had been knocked down by some of the big boys on the way home from school and consequently had no clean clothes to wear. She stated that she knew George was an awful coward and that she wished the teacher would tell her what to do about it. She also stated that Frank, George's brother in the fifth grade, could always take care of himself but that George "always lets the other boys abuse him." The teacher replied to the note saying that she appreciated Mrs. G's interest and that she would like to visit the home that weekend, or, if Mrs. G. preferred to come to school, she could do so between 8:00 and 8:30 in the

morning or between 2:00 and 3:00 in the afternoon.

On the following day George was still absent; (it was raining and Frank said that George had a bad cold); but at 2:00 o'clock, in the midst of a rain storm, in walked Mrs. G., soaking wet. At the teacher's invitation Mrs. G. removed her wet shoes and stockings, dried her feet and hair with the paper toweling in the room, and put her feet on a chair. The conference then got off to a more informal, friendly start than the one two years ago. Mrs. G. told so many conflicting stories that it was difficult for the teacher to separate fact from fiction. Mrs. G. seemed to overemphasize how good Mr. G. was to George, how he always spoke of George as "my son," how he always took George as well as Frank along on his fishing trips, and so on. Somehow, to the teacher, it all didn't seem to ring true, in spite of the fact that George in his autobiography and his Personality Test had indicated his preference for his "father." Mrs. G. mentioned that George's cousin, whose parents are divorced, gets to visit her real mother and "rubs it in on George"; that George would like to visit his real father; but that it "just wouldn't do for George to go out there." (It was from Mrs. G's sister-in-law that the teacher learned that "out there" is a Western penitentiary, and that George knew of this.)

Mrs. G. herself, like George, seemed to the teacher to be a maladjusted person with deep feelings of inferiority.

During the interview she complained to the teacher, as she had done two years before, about some of the Safety Scouts. This time she said that one of the boys had tried to make her lose her balance and fall while at the skating rink one evening, and that another scout had pushed her as she came into the building that day. She also mentioned that one of the teachers had on several occasions failed to speak to her when passing her in town. One day several weeks after the interview, the writer was hurrying through the hall and accidentally turning around, she saw Mrs. G. standing against the wall. When she said, "Good morning, Mrs. G.," Mrs. G. replied, "Oh, I thought maybe you didn't want to speak to me." The teacher also learned from other teachers that each September Mrs. G. always came to school to see her children's teachers, and that she always started with, "I never had much education. Some of my teachers picked on me so much I hated school and had to go to Ormsby Village."

Throughout the conference, the teacher tried to point out to Mrs. G. how well George responded to praise and encouragement; she showed Mrs. G. some of George's papers, told her how well he performed his safety duties, and remarked, "I never call a child a coward, and I'm sure you wouldn't either, Mrs. G." Then she went on to explain how damaging and humiliating such an accusation is to a child. In the conversation she casually mentioned that she had always found it unwise to compare one child's work unfavorably with that of

another, just as it is equally unwise for parents to compare their children in this way. She went on to illustrate how this increases a child's feeling of inferiority and unhappiness and pointed out how important it is for children as well as adults to feel that others have confidence in them and affection for them.

The following week, after the first P. T. A. meeting of the year, Mrs. G. again visited the teacher, to introduce to the teacher her sister-in-law, the step-mother of Mary Ann P.,¹ whose pathetic autobiography appeared in an earlier chapter. Mrs. G. smilingly confided, "You know, Mrs. Clarke, I thought about what you said, and I guess I've been too strict with George, but you know it's because of his bad environment." (She had evidently read Angelo Patri's article in the preceding day's newspaper.)

One day George came to school with his hair a mass (or mess!) of dry, tight, kinky curls. In answer to the teacher's questions, he said that his mother "was tired of the way his hair hung in his face all the time," and so had given him and his brother Frank a "Toni" home permanent. Mrs. G. was evidently satisfied with her skill as a beautician and with the safety of the product, for the following week she gave herself a similar permanent.

1. Supra, pp. 23-25.

In view of the feelings of inferiority so strongly revealed in various ways, the teacher tried throughout the year to make George feel that at school he could relax and work and play with friends; to realize that he was accepted as a person even if his behavior sometimes was not; and to learn through his group activities that a generous act brings satisfaction through social approval while misconduct results in dissatisfaction because of disapproval from the group. She seated George next to Robert (George's first choice on the sociometric test) and tried to manipulate the various groups so as to give George a chance to work with some of the well-adjusted children in the class and give him a chance to get a feeling of success in his work.

Early in the year when the children in one of the reading groups read the story, "Young Fu and the Fire Dragon,"¹ George suggested that the group should dramatize the story and that if it was any good they might include it in their program on China for the P. T. A. The children thought George would make a good "Fu", and he seemed pleased as he accepted the part. The children then, without any help, informally dramatized the story and decided that it was worth developing into a play for the P. T. A. But on the following morning George told the teacher, "I don't want to be in the play. Get

1. Mary Pennell and Alice Cusock, The Children's Own Readers, Book Six. Chicago: Ginn & Co., 1935. Pp. 462-470.

somebody else for my part. I couldn't do it right." Sharon M. immediately spoke up: "I'll help you, George," and several other children volunteered to help him if necessary; so George stayed in the play. He really lost himself in the part of the little Chinese boy who put out the fire at the American missionary's home, and came to school every day with a new line to be added, or some suggestion for improving the play. At the "dress rehearsal" for the Fifth Grade, the children applauded as George climbed up on the roof of the burning building (the reading table) and put out the fire. Thus George won recognition from a group in an acceptable way.

The teacher assigned George the task of keeping one of the classroom bulletin boards up to date. This bulletin board was captioned, "Sixth Grade News," and each Monday George put up lists of members in any new group formed, names of the lunchroom helpers for the week, names of the children who were present every day of the preceding week, and other items of interest to the children. George took this job very seriously, and each Monday, as soon as he entered the room, he got busy taking down the old items and replacing them with new ones.

George's safety job was to help the Kindergarten children across Broadway at noon each day. Since the classroom is located on the northeast corner of the third floor, the teacher could easily watch this activity without being observed. At

no time did George act in any but a gentlemanly way with these little children.

At Christmas time, George made the stand for the Christmas tree in one of the primary grades, and did such a good job that other teachers began sending for him; so the week before the Christmas holidays was a busy one for George and he made quite a reputation for himself as a carpenter. Because of George's nice Christmas tree stands, one of the second grade teachers asked him to come into her room each morning at 8:00 o'clock as her helper. He arranged the chairs for the reading groups, washed the blackboards, and put out the readers. He continued this task for the remainder of the year and seemed to get much satisfaction out of his position as "Helper." In the spring, the Second Grade planned a trip to a dairy farm, and George proudly told his teacher that he was invited to go along on this trip to help with the little children, and that if his teacher would excuse him from class, he would make up his work. Of course she was glad for him to have this opportunity, and on the day following this trip to the dairy in a chartered bus, George had the center of the stage in his own classroom as he told of his experience on the trip.

George enjoyed the choral reading periods and the teacher frequently had him lead the class in the reading of such poems as "Pirate Don Durk of Dowdee" by Mildred Merryman and "I Meant

to Do My Work Today" by Richard LeGallienne. At one time the children made a blackboard border of their illustrations of favorite poems; and George's illustration of the latter poem was included in this border.

George, like Robert, needed remedial work in arithmetic; thus he had the opportunity of working with Robert, whom he liked, in a special arithmetic group which received extra help from the teacher and from other members of the class. The teacher noticed at the beginning of the year that George seemed happiest when working with a small group of children, that he participated freely in discussion in a small group but was silent during class discussions, and that he seemed unable to do much on individual assignments. However, through his continuing experiences during the year, he gained more confidence in himself and later took a more active part in class activities.

During the whole year the teacher knew of only two instances in which George had trouble with other children. In both of those cases, he was involved with another member of his own class, and not with younger children as had been the case in previous years. Near the beginning of the year the teacher heard from other pupils that "Johnny beat up George G. last night coming home from the picture show." When the teacher approached the subject, both boys seemed embarrassed and said, "It's all settled now. We're friends

again." So the teacher accepted their statement and dropped the matter. Not until her conference with Mrs. G., did the teacher learn that George was accused of having made some insulting remarks about Johnny's sister. Mrs. G. told the teacher at this time, "George is a good boy morally; he wouldn't make remarks like that. I've told him what's right and what's wrong." She also said that she had gone to see Johnny's mother after the fight, but that Mrs. L., "who is no good," slammed the door in her face.

Later on in the year, during a ball game at recess, the teacher had to separate Max and George, team-mates. Max, who had missed the ball, said, "George called me a dirty name, and you wouldn't stand for that, either." George denied the charge. At the close of school that afternoon George stopped by the teacher's desk and asked if she were going to give him a "U" on his report card because of what had happened. The teacher remembered George's statement in his autobiography: "I like it in Mrs. Clarke's room because she never gives me 'U' in citizenship." She said, "Well, I don't know, George; how do you feel about it?" George then told her that this year's report card was the first that didn't have any "U's" on it, that his father was proud of his report card, and that his mother would whip him if he came home with a "U" this year. The teacher told George that she too would like for him to continue getting a good

report, but that it was up to him. As he talked through his problems with her, she gave him a chance to express his negative feelings, and to verbalize his worries, fear of failure, and so on. The teacher at this time wished that she knew more of counseling and felt that she, as well as George and his mother, could have known better how to meet his problems if there had been a school psychiatrist with whom they could talk.

Except for the two incidents mentioned above, George got along with his classmates and the children accepted him and included him in their activities. As the year went on and George began to feel that he was a respected school citizen, he seemed to be more relaxed and to cringe less. He took pride in his responsibilities and achievements; being both a Kindergarten and a Second Grade Helper; the Sixth Grade Representative to the Junior Red Cross; the leading man in the play "Young Fu"; the Bulletin Board Supervisor -- holding all of these important offices gave him the feeling that here at school he "meant something to somebody."

Early in the year, George joined the "Y" club and, with Robert, attended some of the meetings; but he did not attend regularly, saying that his mother needed him at home; and later he discontinued the club altogether. Although the children accepted him and included him in their activities, he made no real friends. On the second sociometric test, given

in June, George again showed up as an isolate. Although the teacher had talked to the Guidance teacher at Eastern Junior High School about George's situation, she feels that George will have difficulty in adjusting to the set-up in that school next year. When she saw George leave her room on the last day of school, she felt that, although she had tried, somehow she hadn't helped George as much as she would have liked to help him in meeting the stormy weather ahead, and she hopes that in the Junior High School there will be someone who will more adequately give him the help he needs.

¹
Sharon M.

Chronological Age (October, 1948)	11-0
Mental Age (" ")	12-10
Achievement Age (" ")	13-0 *
Intelligence Quotient.....	117
Personality Adjustment Test Scores	
Personal Inferiority.....	16
Social Inferiority.....	10
Family Relationships.....	4
Daydreaming.....	1
Total Score.....	34

A comparison of Sharon's autobiography with the sociogram and the teacher's description of Sharon reveals a Cinderella-like story of the personality adjustment of a child who "found herself" quickly and who helped herself with very little help from the teacher.

Although Sharon had never before attended a public school, and the teacher had no records of her work in the four parochial schools she had previously attended, the teacher did not need to wait till October, when the intelligence and achievement tests were given, to find that Sharon was a very intelligent and capable youngster. The quality of her thinking on the very first day of school drew the praise and respect of her classmates as well as of the teacher. Her enthusiasm and whole-hearted participation in the school-room activities as well as on the playground, where she scored ten points for her team, and her gracious

1. Supra, pp. 48-51.

* Highest achievement score for the class.

"Thank you, Mrs. Clarke," or "Thanks, Johnny" quickly won the approval and affection of the class. On the second day of school the Friendship Sociometric Test¹ revealed that four girls wanted to sit next to Sharon. Among these four was Jo Ann D., who was one of the most popular and dependable children in the school. Since Sharon had also asked to sit next to Jo Ann, these two were seated next to each other; and thus began a friendship which grew as the two girls worked together on the various class enterprises during the year.

Having formed such a favorable impression at the very first, the teacher was very much surprised when, a week later, she read in Sharon's autobiography:²

My feelings get hurt so easily and I've had a time in life everywhere I would go. I wasn't pretty and most all the girls were. I wasn't prissy and I never did match any of the girls and it made me hate school....I've had a time in school. After going to four schools, I found a school I really liked.

On reading the above statements, the teacher was glad that she and the class had been so generous with their praise of Sharon on that first day of school. Although the teacher was a little curious as to the reason for Sharon's change from a parochial to a public school in the last elementary

1. Supra, p. 56.

2. Supra, p. 48.

grade, she had not suspected that the child had had any difficulty in school; nor did she realize that Sharon's happy "See you tomorrow, Mrs. Clarke" at the close of that first day was because she felt, "After going to 4 schools, I found a school I really liked."

The day following her reading of the autobiography, the teacher asked Sharon, who was one of the class librarians, if she could stay after school and help number and record the new health text-books, which had been received that day. While the two were numbering and writing "Room 18" in each book, they had a friendly talk in which Sharon was able to rid herself of some of her feelings of personal inadequacy. She told the teacher that she liked it at Finger because "You seem more human...not so bossy," and that at the other schools she felt left out of things because she "didn't have lots of dresses, or spending money to do things like the other girls," and because she "wasn't pretty like the other girls." The teacher replied, "I think you are pretty, even prettier than the movie star (June Allyson) on the cover of your tablet." She then pointed out to Sharon that her complexion, posture, facial features, and teeth were good, and that her long bob was becoming because of her long neck. The text-books were put aside for the mirror over the sink and Sharon saw that her smile was just as pretty as June Allyson's. The teacher remarked that only a person with a flair for style would have chosen the hair ribbon that Sharon

was wearing; for instead of wearing a blue ribbon to match her blue dress, she had chosen a yellow one to match the tiny print in the material. The teacher pointed out that it isn't how many dresses you have that matters, but the way you wear them and the care you take of them. The teacher told her that her enthusiasm, good sportsmanship, and intelligence were appreciated by the class and were the reason she had been elected captain of one of the playground teams and secretary of the class and had been given the responsible position of text-book librarian. The teacher also expressed doubt as to whether June Allyson, when she was Sharon's age, could have walked into a strange school one day and on the next day have been the first choice of four children as a seat companion. The radiant expression on Sharon's face when she left that afternoon was something the teacher will long remember.

Even though the family lived in two rooms of a cottage, the teacher felt from Sharon's comments and from her own observations when visiting the home that Sharon's home life was a happy one. One day, while the Principal and a high school teacher were observing a reading lesson in the room, a child was reading a part orally to prove something in the group discussion. When the child stumbled over the word "impish", Sharon spoke out. "That's my little sister!" she said; and when she had finished talking, everyone in the room had a better understanding of "impish" as well as a

smile on his face.

At the beginning of the school year when one child asked, "Is it true that you don't have to raise your hand to speak in this room?" Sharon immediately saw that freedom also entails certain responsibilities, and pointed out to the class that they would need to decide what to do when two people spoke at the same time, and so on. And when one of the boys gallantly suggested that if both a boy and a girl might want to speak at the same time the boy should let the girl speak first, it was Sharon who said, "That's nice of you, and we won't be piggish about it; we'll let you speak first sometimes."

That Sharon had a feeling of "belonging" and of "being at home," was obvious as she went about helping Margaret V. with her fourth grade reader or George and Robert with their long division. During the year, several of the teachers asked who was the scout that brought up the little children on the east stairs because she always greeted them with such a friendly "Good morning!"

Everything that Sharon did, she did well. Because, according to the achievement test, she was achieving on a ninth-grade level in reading and language and a seventh-grade level in arithmetic, she was able to do many extra things, things not expected of the other children. Not only was Sharon able to get something from the pictures of the Yangtze

River in the National Geographic, but she could also understand the articles accompanying the pictures and could report on them to the class. In the latter part of the year, when the dentist came to make a school survey of teeth, he told the Principal he preferred to have two older children to do the recording of his findings, rather than two mothers. When the Principal showed the teacher the cards with the numerous "B's", "H's", "I's", and other items to be checked, the teacher was doubtful whether any sixth grade child was capable of doing the work. So it was with some misgivings that she sent Sharon and JoAnn down to talk with the dentist. From 9:00 in the morning until 12:30 that afternoon these two girls worked with the dentist, checking the correct items on the cards as he called out his findings. The children had never before worked at any one task for such a long period without stopping, and the teacher was getting a little concerned until the girls joined the class at lunch. That they were tired was obvious; but they also were happy, for, as Sharon said, "That dentist was young and really good-looking. He said we did fine, and he wants us to help him again tomorrow."

Sharon made many friends during her year at Finser School. Every afternoon after school she and a group of girls would get together for various activities. On one afternoon they had a glee club, when they sang together the leading songs of

the week's "Hit Parade"; another afternoon was "Library Day," when they walked together to the Main Library; on another afternoon she and Jo Ann went to E. J. H. S. for a special art class; and on other days they played in Jo Ann's back yard. Although Sharon is a Catholic, she often went with Jo Ann and her family to the various programs and suppers given by the Protestant church which they attended; Jo Ann in turn went with Sharon and her mother to those given at Sharon's church.

On the last day of school, when the teacher was saying "Good-bye" to the children, Sharon came back and said, "I won't get to see you any more, will I?" The teacher reminded her of the many E. J. H. S. students whom she had seen stopping by Finger on their way to school to show the teacher their report cards or to tell her about some achievement. She added that next year she will be interested to hear how Sharon is getting along. This seemed to satisfy Sharon, and with "I'll see you in the fall, then," she rejoined her companions and went on her way.

Thus Sharon found her "little place in the sun" in a school where the other girls came from homes of the same economic level as hers, where none had "lots of dresses or spending money, "where she felt free to show her innate ability and had the chance to use it, and where she discovered that she was "pretty like the other girls."

CHAPTER VI

CONCLUSIONS

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In the preceding chapters the writer has tried to show how a particular curriculum was developed in, and was the product of, the everyday experiences of a particular group of sixth grade children. She has attempted to show how these children, their parents, and the teacher worked together toward common goals; how by co-operative interaction the children planned, developed, and evaluated their daily experiences.

In these experiences the teacher was not so much concerned with the amount of subject matter covered by the children as she was with the kind of attitudes and habits they were developing. She agreed, both in theory and in practice, with Dr. Moore's statement during a recent radio panel discussion: "We should try to develop happy children, not mental wizards."¹ The teacher knew, however, that next year these children would attend Eastern Junior High School with children from six other elementary schools, and that all elementary school children are expected to have reached certain levels of achievement before entering Junior High School.

1. Donald Moore, M. D., Nichols Hospital, on Radio Panel Discussion, "Mental Health Is Everybody's Business," April 25, 1949.

The teacher wanted her children to have the feeling of security that comes from knowing certain specific information, and having specific skills, as well as having certain understandings and persistent ways of feeling; she wanted them, as one child said, "to know how to use the book and what's in the book."

So one day near the close of the school year, the teacher and the children took each of the Courses of Study of the Louisville Public Schools, and each of the sixth grade textbooks, and together they checked the units listed against the experiences the class had had during the year. For instance, the language textbook¹ is divided into ten units: (1) Discussions; (2) Reports; (3) Letters; (4) Review of Books; (5) Story Telling, and so forth. The children immediately observed that even though the units had not been studied in the order given, they had studied and reviewed the material in all of the units, not once but many times during the year. They saw that even though they had not begun in September with a Social Studies unit on "The British Isles, the Gateway to Europe," and ended the study of Eurasia in June with a unit on China, yet they had learned how the people of various countries, including the British Isles and China, try to meet their particular problems of

1. Paul McKee and Annie McCowen, Communicating Ideas, Book Six. Boston: Houghton-Mifflin Co., 1942.

living. Although they had not worked all of the problems in the arithmetic book, they had worked many similar ones, and they did have an understanding of the fundamental arithmetical processes and experience in the use of them. When the class had finished their check of all the books, they were satisfied that they had a good foundation for Junior High School and that they had not missed anything important by having had freedom to study the things in which they were most interested.

Thus, in exploring their own particular interests, and in satisfying their individual and collective needs, the children did those things which make up the lives of people everywhere: planning, managing, making choices and taking the consequences of those choices, meeting success and sometimes frustration. It is the point of view of the writer that mental health is a way of life. If we "learn what we live, and live what we learn," then the child needs to live mental health in order to achieve it. Dr. Prescott¹ very simply defines mental health as the ability to live (1) within the limits imposed by bodily equipment; (2) with other human beings; (3) happily; (4) productively; (5) without being a nuisance.

That these particular thirty-five children were living happily and productively at school, and that they were becoming

1. George D. Prescott, M. D., The Substance of Mental Health, New York: Rinehart and Company, 1942, p. 112.

more and more able to help themselves, was noticed not only by the children and the teacher but also by the mothers and all who visited the school. One afternoon at about 12:40, while going to lunch, the teacher was called to the office to confer with a supervisor. The teacher sent the children ahead to the lunchroom, and it was 1:10 before the teacher finally walked into the lunchroom and found it vacant. She assumed that the children were on the playground, but found no one there. As she came back into the building, one of the mothers said, "Your class went upstairs about five minutes ago." To the teacher's: "Thanks, and how did they go up?" the mother replied, "Fine; I didn't know you weren't with them." When the teacher reached the third floor, she found the children hard at work, and in a very matter-of-fact voice they told her, "It was one o'clock and we always come up at one. So we came up. We came very quietly so we wouldn't disturb you."

On another occasion the children were in the midst of a Social Studies lesson and various groups were scattered all over the room and cloak-room, each engaged in a different activity, while the teacher was working with a small group up front. Another teacher came into the room and whispered to the Principal, who, with a group of students, was observing the lesson. The Principal told the classroom teacher, "The time of the radio program has been changed, and it's going on

the air now." (This program, which was one all the children were to hear, was originally scheduled for a later time that day.) The teacher simply said, "Children, take your seats," and turned on the radio. Before the radio tubes had heated, all thirty-five children were quietly sitting in their seats, with hands resting on their desks, ready to enjoy the radio dramatization of H. M. S. Pinafore. After the brief discussion following this program, the children calmly picked up where they had left off with their social studies. The Principal, when leaving, complimented the children on the way they had risen to the occasion, and told them no adult group could have done so as quietly and as quickly as they. The teacher, too, was pleased because they again had showed that they could successfully meet emergencies, could meet sudden change without getting upset.

When the Health Supervisor visited the class, she told the children that she not only enjoyed the particular lesson observed, but that she was even more impressed with the democratic way in which they conducted themselves, and with their good physical and mental health habits; that she considered these to be the most important; and that she realized that such habits as theirs were not acquired in one day or for one lesson, but were the result of long effort.

Dr. Menninger¹ points out that, "the more people work

1. Karl Menninger, M. D., Love Against Hate, New York: Harcourt, Brace and Company, 1942, p. 278.

together, the more tolerance, understanding, and love they tend to have for each other." A comparison of the Work Companion Sociogram made in October¹ with the one made in June² gives concrete evidence of the truth of Dr. Menninger's statement. For in the June sociogram the number of isolates had been reduced; there was little evidence of the pairing off which was so marked in the first sociogram, and there was a broad spread of much-chosen positions; all of these were indications of the children's growth in social interaction.

The writer hopes that in Chapters IV and V (Curriculum Development and Case Studies), through her account of the changing inter-relationships of the class, she has been able to convey some idea of the children's feelings in these inter-relationships, because it is her belief that the reason these children were able to live effectively with themselves and with others was that their emotional, as well as their social and intellectual needs, were being met; she has tried to show that the co-operative planning and developing of their curriculum gave them opportunities to satisfy in some measure their need for affection, personal security, and achievement. They "lived a mental health way of life" because each child had opportunities to feel joy

1. Supra, p. 57.
2. Infra, p. 142.

WORK COMPANION SOCIOGRAM

JUNE 1949

LEGEND

□ = GIRL

△ = BOY

↔ = MUTUAL CHOICE → = ONE WAY CHOICE

and delight in the successful culmination of experiences which he himself had helped to choose, plan, and develop.

Because each child had a responsible school position, and an equally responsible class position, he had the feeling of being someone of importance. Because his classmates as well as the teacher were ready with praise, encouragement, and sympathy when needed, because they were good listeners as well as talkers, each child had the feeling of being appreciated, wanted, and understood. School was a place where he was with friends, and so could relax and be himself, for his "self" was accepted. Each child had the fun of being in parties, exchanging gifts, and playing games with these friends. He had the thrill of being in plays which he had helped write, or for which he had made scenery or costumes. He saw the beauty in simple things -- the frozen window pane in winter, the robin on the window sill in the spring, a poem, or a smile of appreciation on a classmate's face. He had the satisfaction of making something beautiful and useful with his hands -- painting a Christmas card, making a tie-rack, a toy for a younger child, or a decoration for the school room. He experienced the true happiness which comes from doing something for others through Junior Red Cross activities such as filling boxes for shipment overseas, or collecting comics and magazines for local hospitals. He experienced being a leader as well as a

follower in the various group activities; he accepted leadership responsibilities and helped carry out group policies. He "belonged" in the Sixth Grade.

The writer has not tried in this thesis to prove anything. She has tried merely to show one way, and not the way, of meeting the mental health needs of the class.

Teachers, as well as the children they teach, are unique individuals, and each teacher should feel free to be herself and to attack her particular class problems in her own particular way. The above thesis is an account of the writer's way of trying to help her children to help themselves in their daily problems of living. She has tried to recognize the attempts of these thirty-five children to express their own uniqueness; to see that the school satisfies as many as possible of the individual needs and interests of the "whole child" who goes to school.

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TEST FORM

FOR GIRLS

The questions in this booklet are to help us find out what boys and girls think, and the things they wish for. There are no "right" or "wrong" answers. Each boy and girl will answer differently. Just try to put down what you really think, and really wish.

Name _____

Age _____ Race _____

Grade in School _____

Date _____

NUMBER ONE

Suppose that just by wishing you could change yourself into any sort of person. Which of these people would you wish to be? Write a "1" in front of your first choice, a "2" in front of your second choice, and a "3" in front of your third choice:

(a) _____ a housewife	(n) _____ a fireman
(b) _____ a teacher	(o) _____ a poet
(c) _____ a movie star	(p) _____ a detective
(d) _____ a stenographer	(q) _____ a doctor
(e) _____ a storekeeper	(r) _____ a nurse
(f) _____ a cowboy	(s) _____ an engineer
(g) _____ a business man	(t) _____ an actress
(h) _____ a business woman	(u) _____ a prizefighter
(i) _____ a princess	(v) _____ a king
(j) _____ an inventor	(w) _____ a singer
(k) _____ a policeman	(x) _____ a lawyer
(l) _____ an aviator	(y) _____ a salesman
(m) _____ a captain	(z) _____ an artist

Is there any other sort of person you would very much like to be? If there is, write it here: _____

NUMBER TWO

Suppose you could have just three of the wishes below, which would you want to come true? Put a "1" in front of your biggest wish, a "2" in front of your second biggest wish, and a "3" in front of your third:

I would like

- (a) _____ to be stronger than I am now.
- (b) _____ to have the boys and girls like me better.
- (c) _____ to get along better with my father and mother.
- (d) _____ to be brighter than I am now.
- (e) _____ to play games better.
- (f) _____ to have a different father and mother.
- (g) _____ to be a boy (if you are a girl).
- (h) _____ to be a girl (if you are a boy).
- (i) _____ to be bigger than I am now.
- (j) _____ to have more money to spend.
- (k) _____ to be grown up and get away from home.
- (l) _____ to have more friends.
- (m) _____ to be better looking.
- (n) _____ to have my father and mother love me more.

NUMBER THREE

Suppose you were going away to live on a desert island, and could only take three people with you. Write here the names of the three people you would choose:

1. _____ 3. _____
2. _____

NUMBER FOUR

Read the sentences below, and the questions that follow them. If the answer to a question is "yes", put a check mark (✓) on "yes". If the answer is "no", put a mark on "no". If the true answer is somewhere in between yes and no, put the mark where it will be most true. Study this sample until you know how to do it.

SAMPLE: Helen can run faster than any girl in school.

Am I just like her?.....	Yes								No
Do I wish to be just like her?....	Yes								No

Do the sentences below the same way as you did the sample.

1. Mary is the prettiest girl in school.

Am I just like her?.....	Yes								No
Do I wish to be just like her?....	Yes								No

2. Jean can play ball and swim and run just as well as any boy.

Am I just like her?.....	Yes								No
Do I wish to be just like her?....	Yes								No

3. Dorothy gets good marks in all her school work.

Am I just like her?.....	Yes								No
Do I wish to be just like her?....	Yes								No

4. Esther likes to read all sorts of love stories, fairy stories, and other books.

Am I just like her?.....	Yes									No
Do I wish to be just like her?....	Yes									No

5. Martha always has a wonderful time at parties. She adores parties.

Am I just like her?.....	Yes								No
Do I wish to be just like her?....	Yes								No

6. Alice always does just what her mother tells her to do.

Am I just like her?.....	Yes								No
Do I wish to be just like her?....	Yes								No

7. Gladys has the nicest clothes of any one in school.

Am I just like her?.....	Yes								No
Do I wish to be just like her?....	Yes								No

8. Grace always plays with a gang of boys. She is the only girl in the gang, but the boys like her.

Am I just like her?.....	Yes								No
Do I wish to be just like her?....	Yes								No

9. Lucile is a leader. The girls all do what she wants them to do.

Am I just like her?.....	Yes								No
Do I wish to be just like her?....	Yes								No

10. Anna is the most popular girl in school. Everybody likes her.

Am I just like her?.....	Yes								No
Do I wish to be just like her?....	Yes								No

NUMBER FOUR (Continued)

11. Betty would like to be a boy. She thinks she would have a much better time.
 Am I just like her?.....

Yes									No
Do I wish to be just like her?....	Yes								No
12. Florence doesn't want to mind her father and mother. She knows she is old enough to decide things for herself.
 Am I just like her?.....

Yes									No
Do I wish to be just like her?....	Yes								No
13. Margaret is the brightest girl in school.
 Am I just like her?.....

Yes									No
Do I wish to be just like her?....	Yes								No
14. Isabel has make-believe friends and a make-believe world which is much nicer than the real world. She sits and dreams of all sorts of lovely adventures with these make-believe friends.
 Am I just like her?.....

Yes									No
Do I wish to be just like her?....	Yes								No
5. Julia is very often cross at her brother or sister, no matter how hard she tries not to be.
 Am I just like her?.....

Yes									No
Do I wish to be just like her?....	Yes								No
6. Ruth has more spending money than the other girls.
 Am I just like her?.....

Yes									No
Do I wish to be just like her?....	Yes								No
17. Laura has just lots of boy friends.
 Am I just like her?.....

Yes									No
Do I wish to be just like her?....	Yes								No
18. Sarah likes to sit by herself and imagine things. She thinks it is much more fun than playing games.
 Am I just like her?.....

Yes									No
Do I wish to be just like her?....	Yes								No
19. Which of these girls would your mother like best? Write her name here
20. Which of these girls would your father like best? Write her name here
-

NUMBER FIVE

In the questions that follow, put a mark (✓) in front of the line that is the true answer, unless it tells you to do otherwise:

1. How well can you play ball?
(a) _____ can't play ball at all.
(b) _____ can play a little bit.
(c) _____ can play pretty well.
(d) _____ best player in my class.
2. How many friends would you like to have?
(a) _____ none.
(b) _____ one or two.
(c) _____ a few good friends.
(d) _____ many friends.
(e) _____ hundreds of friends.
3. How strong are you?
(a) _____ very weak.
(b) _____ not very strong.
(c) _____ strong.
(d) _____ the strongest in my class.
4. When you are grown up, what sort of person do you want to be?
(a) _____ I want to be a very great person and do great things that people will talk about.
(b) _____ I want to be one of the leaders in whatever town I live in.
(c) _____ I want to be a happy ordinary person, with a good job.
(d) _____ I would rather not grow up.
5. Do you like to play games with other boys and girls?
(a) _____ I don't, because I can't play games very well.
(b) _____ They don't want me to play with them, because I can't play games very well.
(c) _____ I like to play games fairly well.
(d) _____ I like it a great deal.
(e) _____ I would rather play games than anything else I know.
6. (In this question put a "1" in front of your first choice, a "2" in front of your second choice, and a "3" in front of your third choice.)
If you were going to the circus, would you rather go
(a) _____ with your father?
(b) _____ with your best friend?
(c) _____ with a group of friends?
(d) _____ with your mother?
(e) _____ all alone?
7. Do you want to be a grown-up man or woman?
(a) _____ I just can't wait to be grown up.
(b) _____ I would like to be grown up.
(c) _____ I don't want to be grown up. I would rather be just as I am.
(d) _____ I would like best of all to be a few years younger than I am now.

NUMBER FIVE (Continued)

8. How well do your father and mother like you?
(a) _____ I am the one they like best of all.
(b) _____ They like me second best.
(c) _____ They like all my brothers and sisters better than they like me.
(d) _____ They like me well enough, but not better than my brothers and sisters.
9. Which do you like best?
(a) _____ to go off by yourself and play or read.
(b) _____ to play with one or two others.
(c) _____ to play with a whole crowd.
10. Do you like to have some one else tell you how to do things?
(a) _____ I like it.
(b) _____ I don't care.
(c) _____ I would rather do things my own way.
(d) _____ I hate to be told what to do.
11. How do you feel when your brother or sister is praised for something they have done?
(a) _____ I feel proud of them.
(b) _____ I wish I could do better than they have done.
(c) _____ I don't like to have them praised.
(d) _____ I hate to have them do better than I can do.
(e) _____ I don't care.
(f) _____ I don't have any brother or sister.
12. Are you good looking?
(a) _____ I'm not at all good looking.
(b) _____ I'm not very good looking.
(c) _____ I'm as good looking as most boys and girls.
(d) _____ People say that I'm very good looking.
13. Do other children play mean tricks on you?
(a) _____ never.
(b) _____ sometimes.
(c) _____ very often.
14. Do you have any good friends?
(a) _____ none at all.
(b) _____ one or two.
(c) _____ a few good friends.
(d) _____ many friends.
(e) _____ hundreds of them.
15. Do you like to get into rough games, wrestling matches, football games and things like that?
(a) _____ I like them very much.
(b) _____ I like them a little.
(c) _____ I don't like them.
(d) _____ I hate to have people push and pull me around.

NUMBER FIVE (Continued)

16. Do people treat your brother (or sister) better than they treat you?
(a) _____ never.
(b) _____ sometimes.
(c) _____ often.
(d) _____ almost always.
(e) _____ I haven't any brother or sister.
17. Do you wear good clothes to school?
(a) _____ I don't have any nice clothes.
(b) _____ My clothes are nice enough.
(c) _____ I have very good clothes.
18. What do your father and mother want you to do when you are grown up?
(a) _____ They want me to be a very great person and do great things that people will talk about.
(b) _____ They want me to be one of the leaders in whatever town I live in.
(c) _____ They want me to be a happy, ordinary person with a good job.
(d) _____ They don't want me to grow up.
19. Do boys or girls like you best?
(a) _____ The boys like me better than the girls do.
(b) _____ The girls like me better than the boys do.
(c) _____ I am popular with both boys and girls.
(d) _____ I am not popular with either boys or girls.
20. When do you think one has the most fun in life?
(a) _____ When you are a young child.
(b) _____ When you are between 9 and 12 years old.
(c) _____ When you are between 12 and 25 years old.
(d) _____ After you are 25 years old.
21. Do you want people to like you?
(a) _____ I just can't stand it, if people don't like me.
(b) _____ I always try very hard to make people like me.
(c) _____ I don't care very much, but I'm glad when people like me.
(d) _____ I don't care a bit whether people like me or not.

NUMBER SIX

Fill in enough of the squares below to show how many there are in your family. If you had one older brother and two younger sisters you would fill them out like the sample. Notice that you put the oldest person in the family first, then the next oldest, and so on. Don't forget to put yourself in. Cross out the extra squares:

<u>SAMPLE</u>	<u>YOU FILL IN THIS ONE</u>
<i>father</i>	
<i>mother</i>	
<i>brother</i>	
<i>me</i>	
<i>sister</i>	
<i>sister</i>	
/	
/	
/	
/	
Your best girl friend	Your best girl friend
Your best boy friend	Your best boy friend

Now go back and put a "1" in front of the person you love most, a "2" in front of the person you like next best, a "3" in front of the person you like next best, and so on through the whole list. Sometimes it is very hard to decide which person you love best, but do the best you can, and be sure that you put a number in front of each person except yourself. Don't forget the last two, your best boy friend, and best girl friend. Put a number in front of them, too, that will tell how much you like them.

TEST FORM

FOR BOYS

The questions in this booklet are to help us find out what boys and girls think, and the things they wish for. There are no "right" or "wrong" answers. Each boy and girl will answer differently. Just try to put down what you really think, and really wish.

Name_____

Age_____ Race_____

Grade in School_____

Date_____

NUMBER ONE

Suppose that just by wishing you could change yourself into any sort of person. Which of these people would you wish to be? Write a "1" in front of your first choice, a "2" in front of your second choice, and a "3" in front of your third choice:

(a) _____ a housewife	(n) _____ a fireman
(b) _____ a teacher	(o) _____ a poet
(c) _____ a movie star	(p) _____ a detective
(d) _____ a stenographer	(q) _____ a doctor
(e) _____ a storekeeper	(r) _____ a nurse
(f) _____ a cowboy	(s) _____ an engineer
(g) _____ a business man	(t) _____ an actress
(h) _____ a business woman	(u) _____ a prizefighter
(i) _____ a princess	(v) _____ a king
(j) _____ an inventor	(w) _____ a singer
(k) _____ a policeman	(x) _____ a lawyer
(l) _____ an aviator	(y) _____ a salesman
(m) _____ a captain	(z) _____ an artist

Is there any other sort of person you would very much like to be? If there is, write it here: _____

NUMBER TWO

Suppose you could have just three of the wishes below, which would you want to come true? Put a "1" in front of your biggest wish, a "2" in front of your second biggest wish, and a "3" in front of your third:

I would like

- (a) _____ to be stronger than I am now.
- (b) _____ to have the boys and girls like me better.
- (c) _____ to get along better with my father and mother.
- (d) _____ to be brighter than I am now.
- (e) _____ to play games better.
- (f) _____ to have a different father and mother.
- (g) _____ to be a boy (if you are a girl).
- (h) _____ to be a girl (if you are a boy).
- (i) _____ to be bigger than I am now.
- (j) _____ to have more money to spend.
- (k) _____ to be grown up and get away from home.
- (l) _____ to have more friends.
- (m) _____ to be better looking.
- (n) _____ to have my father and mother love me more.

NUMBER THREE

Suppose you were going away to live on a desert island, and could only take three people with you. Write here the names of the three people you would choose:

1. _____ 3. _____
2. _____

NUMBER FOUR

Read the sentences below, and the questions that follow them. If the answer to a question is "yes", put a check mark (✓) on "yes". If the answer is "no", put a mark on "no". If the true answer is somewhere in between yes and no, put the mark where it will be most true. Study this sample until you know how to do it.

SAMPLE: Harold can run faster than any boy in school.

Am I just like him?.....	Yes									No
Do I wish to be just like him?....	Yes									No

Do the sentences below the same way as you did the sample.

1. Peter is a big, strong boy who can beat any of the other boys in a fight.

Am I just like him?.....	Yes									No
Do I wish to be just like him?....	Yes									No

2. George likes to read. He has read all the books he can get about cowboys, Indians, and soldiers.

Am I just like him?.....	Yes									No
Do I wish to be just like him?....	Yes									No

3. Ed is the best ball player in school.

Am I just like him?.....	Yes									No
Do I wish to be just like him?....	Yes									No

4. Sam gets very good marks on all his school work.

Am I just like him?.....	Yes									No
Do I wish to be just like him?....	Yes									No

5. Allan has make-believe friends and a make-believe world which is much nicer than the real world. He sits and dreams of all sorts of make-believe adventures with these make-believe friends.

Am I just like him?.....	Yes									No
Do I wish to be just like him?....	Yes									No

6. Joe is a leader. All the fellows do what he tells them.

Am I just like him?.....	Yes									No
Do I wish to be just like him?....	Yes									No

7. Steven doesn't know how to play baseball, football, or basketball.

Am I just like him?.....	Yes									No
Do I wish to be just like him?....	Yes									No

8. Alfred always does just what his mother tells him to do.

Am I just like him?.....	Yes									No
Do I wish to be just like him?....	Yes									No

9. John is the most popular boy in school. Everybody likes him.

Am I just like him?.....	Yes									No
Do I wish to be just like him?....	Yes									No

10. Harry has more girl friends than any of the other fellows.

Am I just like him?.....	Yes									No
Do I wish to be just like him?....	Yes									No

NUMBER FOUR (Continued)

11. Walt is pretty "dumb" in his school work.

Am I just like him?.....	Yes									No
Do I wish to be just like him?....	Yes									No

12. Jack doesn't want to mind his father and mother. He knows he is old enough to decide things for himself.

Am I just like him?.....	Yes									No
Do I wish to be just like him?....	Yes									No

13. Don has more spending money than the other boys.

Am I just like him?.....	Yes									No
Do I wish to be just like him?....	Yes									No

14. Bob is the brightest boy in school.

Am I just like him?.....	Yes									No
Do I wish to be just like him?....	Yes									No

15. James likes to sit by himself and imagine things. He thinks it is much more fun than playing games.

Am I just like him?.....	Yes									No
Do I wish to be just like him?....	Yes									No

16. Fred fights a good deal with his brother and sister, no matter how hard he tries not to.

Am I just like him?.....	Yes									No
Do I wish to be just like him?....	Yes									No

17. Which of these boys would your mother like best? Write his name here

18. Which of these boys would your father like best? Write his name here

NUMBER FIVE

In the questions that follow, put a mark (✓) in front of the line that is the true answer, unless it tells you to do otherwise:

1. How well can you play ball?
(a) _____ can't play ball at all.
(b) _____ can play a little bit.
(c) _____ can play pretty well.
(d) _____ best player in my class.
2. How many friends would you like to have?
(a) _____ none.
(b) _____ one or two.
(c) _____ a few good friends.
(d) _____ many friends.
(e) _____ hundreds of friends.
3. How strong are you?
(a) _____ very weak.
(b) _____ not very strong.
(c) _____ strong.
(d) _____ the strongest in my class.
4. When you are grown up, what sort of person do you want to be?
(a) _____ I want to be a very great person and do great things that people will talk about.
(b) _____ I want to be one of the leaders in whatever town I live in.
(c) _____ I want to be a happy ordinary person, with a good job.
(d) _____ I would rather not grow up.
5. Do you like to play games with the other boys and girls?
(a) _____ I don't, because I can't play games very well.
(b) _____ They don't want me to play with them, because I can't play games very well.
(c) _____ I like to play games fairly well.
(d) _____ I like it a great deal.
(e) _____ I would rather play games than anything else I know.
6. (In this question put a "1" in front of your first choice, a "2" in front of your second choice, and a "3" in front of your third choice.)
If you were going to the circus, would you rather go
(a) _____ with your father?
(b) _____ with your best friend?
(c) _____ with a group of friends?
(d) _____ with your mother?
(e) _____ all alone?
7. Do you want to be a grown-up man or woman?
(a) _____ I just can't wait to be grown up.
(b) _____ I would like to be grown up.
(c) _____ I don't want to be grown up. I would rather be just as I am.
(d) _____ I would like best of all to be a few years younger than I am now.

NUMBER FIVE (Continued)

8. How well do your father and mother like you?
(a) _____ I am the one they like best of all.
(b) _____ They like me second best.
(c) _____ They like all my brothers and sisters better than they like me.
(d) _____ They like me well enough, but not better than my brothers and sisters.
9. Which do you like best?
(a) _____ to go off by yourself and play or read.
(b) _____ to play with one or two others.
(c) _____ to play with a whole crowd.
10. Do you like to have some one else tell you how to do things?
(a) _____ I like it.
(b) _____ I don't care.
(c) _____ I would rather do things my own way.
(d) _____ I hate to be told what to do.
11. How do you feel when your brother or sister is praised for something they have done?
(a) _____ I feel proud of them.
(b) _____ I wish I could do better than they have done.
(c) _____ I don't like to have them praised.
(d) _____ I hate to have them do better than I can do.
(e) _____ I don't care.
(f) _____ I don't have any brother or sister.
12. Are you good looking?
(a) _____ I'm not at all good looking.
(b) _____ I'm not very good looking.
(c) _____ I'm as good looking as most boys and girls.
(d) _____ People say that I'm very good looking.
13. Do other children play mean tricks on you?
(a) _____ never.
(b) _____ sometimes.
(c) _____ very often.
14. Do you have any good friends?
(a) _____ none at all.
(b) _____ one or two.
(c) _____ a few good friends.
(d) _____ many friends.
(e) _____ hundreds of them.
15. Do you like to get into rough games, wrestling matches, football games and things like that?
(a) _____ I like them very much.
(b) _____ I like them a little.
(c) _____ I don't like them.
(d) _____ I hate to have people push and pull me around.

NUMBER FIVE (Continued)

16. Do people treat your brother (or sister) better than they treat you?
(a) _____ never.
(b) _____ sometimes.
(c) _____ often.
(d) _____ almost always.
(e) _____ I haven't any brother or sister.
17. Do you wear good clothes to school?
(a) _____ I don't have any nice clothes.
(b) _____ My clothes are nice enough.
(c) _____ I have very good clothes.
18. What do your father and mother want you to do when you are grown up?
(a) _____ They want me to be a very great person and do great things that people will talk about.
(b) _____ They want me to be one of the leaders in whatever town I live in.
(c) _____ They want me to be a happy, ordinary person with a good job.
(d) _____ They don't want me to grow up.
19. Do boys or girls like you best?
(a) _____ The boys like me better than the girls do.
(b) _____ The girls like me better than the boys do.
(c) _____ I am popular with both boys and girls.
(d) _____ I am not popular with either boys or girls.
20. When do you think one has the most fun in life?
(a) _____ When you are a young child.
(b) _____ When you are between 9 and 12 years old.
(c) _____ When you are between 12 and 25 years old.
(d) _____ After you are 25 years old.
21. Do you want people to like you?
(a) _____ I just can't stand it, if people don't like me.
(b) _____ I always try very hard to make people like me.
(c) _____ I don't care very much, but I'm glad when people like me.
(d) _____ I don't care a bit whether people like me or not.

NUMBER SIX

Fill in enough of the squares below to show how many there are in your family. If you had one older brother and two younger sisters you would fill them out like the sample. Notice that you put the oldest person in the family first, then the next oldest, and so on. Don't forget to put yourself in. Cross out the extra squares:

<u>SAMPLE</u>	<u>YOU FILL IN THIS ONE</u>
<i>father</i>	
<i>mother</i>	
<i>brother</i>	
<i>me</i>	
<i>sister</i>	
<i>sister</i>	
/	
/	
/	
/	
Your best girl friend	Your best girl friend
Your best boy friend	Your best boy friend

Now go back and put a "1" in front of the person you love most, a "2" in front of the person you like next best, a "3" in front of the person you like next best, and so on through the whole list. Sometimes it is very hard to decide which person you love best, but do the best you can, and be sure that you put a number in front of each person except yourself. Don't forget the last two, your best boy friend, and best girl friend. Put a number in front of them, too, that will tell how much you like them.