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UNIVERSITY OF LOUISVILLE

A STUDY OF HUMAN RELATIONS IN THE FIFTH GRADE

IN I.N.BLOOM SCHOOL

A Dissertation

Submitted to the Faculty

Of the Graduate School of the University of Louisville

In Partial Fulfillment of the

Requirements for the Degree

Of Master of Education

Department of Education

By

Mildred Hargraves Bott

Year

1949

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NAME OF STUDENT: Mildred Hargraves Bott

TITLE OF PROFESSIONAL PAPER: A STUDY OF HUMAN RELATIONS
IN THE FIFTH GRADE IN I.N.BLOOM SCHOOL

APPROVED BY READING COMMITTEE COMPOSED OF THE FOLLOWING:

Ruth Dunn

Noble H. Kelley

NAME OF DIRECTOR: J. J. Oppenheimer

DATE: August 18, 1949

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M.H.B.

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PART I

PURPOSE OF THIS PAPER

PURPOSE OF THIS PAPER

The writer's purpose in choosing this topic was to try to discover how to further good human relations in the classroom. This quotation from Adventures in
¹
Human Relations seemed relevant to this study:

"People do things to us. They may be happy, pleasant things. They may be uncomfortable, devastating things. They may be stimulating, challenging things. They may be things that restore our poise, increase our faith and strengthen our convictions. They may give us new perspective, new courage. They may submerge us into despair, and fear and pessimism."

If this be true how important it becomes to study the effects that people have upon each other. If this be true it becomes important for people to learn to live with themselves and others.

With this as a goal the writer kept in mind the point of observing closely all interaction wherever possible. It also seemed a good plan to give several sociometric tests. Although realizing the inadequacy of training along this line the teacher attempted to gain some knowledge of the pupils through Psychodrama. This paper will try only to record the happenings in the classroom. This paper was not designed to prove that human relations

¹

Bulletin of the Association for Childhood Education,
Adventures in Human Relations. Washington, D.C.: p.14.

are improved by any of these procedures. In a year it would hardly seem possible to check on this growth adequately. It seemed to the teacher as if there were greater social interaction at the end of the year, more cooperation and more self discipline, but as stated before this was just an opinion based more on feelings than on any concrete evidence.

PART II

LITERATURE RELATED TO HUMAN RELATIONS IN CLASSROOM

LITERATURE RELATED TO HUMAN RELATIONS IN CLASSROOM

Teachers can be important engineers of human brotherhood. Where can the child better learn the value of himself and others? Every teacher can have an effect on his pupils in many ways. Pupils learn to value certain things and to reject others. The teacher can influence the personality of the child. From a teacher the child often gets his attitudes toward himself and others.

If our democracy is to survive and not be lost all of the children of all of the people must understand the basic principles underlying our form of democracy and must acquire the skills necessary for democratic living. This comes only through practice and through experience in such living. Democracy cannot be taught unless democracy is lived in the schools.

As a democratic atmosphere emerges, all members of a group can be encouraged to share in developing problems that need to be discussed and clarified. When a few people cooperate with each other and act together for the achievement of a common goal, they create a functioning group. They have discovered that group productivity gets some things done that could not be done by individuals working alone. Differences of opinion, exchange of ideas, and injection of new values stimulate change in the behavior of individuals.¹

¹ John Dewey Society, Seventh Yearbook. New York: The Mac-Millan Company, 1948, pp. 2-7.

When all individuals have shared in the process of arriving at a decision everyone is likely to feel more responsibility for the execution of the plans. All too often a majority rule is forced on people. Group action is not effective so long as the majority or the minority coerces the group to act. Usually with wise guidance a group will come to a consensus of opinion.

Our form of democracy cannot long exist without all individuals developing their powers of leadership as well as followership. Both roles must be learned and practiced.

A good group leader tries to develop leadership qualities in members of the group. He coordinates the efforts of all members. He improves the human relations. He respects the unique contributions of each person. He is an accepted member of the group and not the one over all.

For many years educators have recognized that how a child learns is in many ways as important as, what he learns.

It becomes apparent that leadership through group processes makes definite contributions to the "Way of Life", known as democracy.

According to Bergesen:¹

"Democratic living is a dynamic, growing, changing concept of human relationships".

¹
F.C.Borgeson, "Leadership Through Group Process", The National Elementary Principal, Vol. 28, (June, 1949), p.30.

Among its elements are respect for personality, cooperative endeavor, self direction and self evaluation by the members of the group.

The classroom should be a laboratory in group living. In modern teaching the class is a cooperative group where pupils and teacher alike are thinking through a topic, or carrying out an activity. The new type classroom calls for group discussion and group activity. All the benefits that come from group therapy with mental patients are to be found in the up to date classroom according to the magazine, Understanding the Child¹, which states that there are four benefits derived from this, namely: 1. Fulfillment of the pupil's basic emotional needs, 2. Development of the vital social skills of solving problems cooperatively by group discussion and group activity, 3. Release of emotional tensions and conflicts and 4. Vital participation of the pupils in solving school and community problems.

One of the basic needs of children is the feeling of belonging and of acceptance. Where a skilled teacher encourages every member to take part the proper atmosphere is created. In such a classroom one finds the children learning to listen respectfully to the opinions of others, trying to understand others points of view and

¹ The National Committee for Mental Hygiene, Inc. Understanding the Child. (April, 1947), p. 17.

learning to help others solve their problems.

Another of the basic needs of the child is the sense of independence. Where the teacher used to do most of the talking and planning there was no feeling of the work being alive for the pupils. Children normally desire to have a share in the thinking, planning and in the activities of the classroom. If the class is treated as a cooperative group engaged in solving problems the pupils are given an outlet for their needs for achievement, recognition and self esteem. Every child needs to feel the taste of success and joy in having his ideas carried out by the group and of having his accomplishments win the approval of others. In a classroom like this the pupil learns the most important skill required for the existence of our modern world--the skill of thinking. To solve problems by cooperating with others who differ in race, religion, or social background is most important. If the classroom is to be a genuine laboratory of social living the pupils must learn about justice, tolerance, goodwill, generosity and respect for personality by practicing relationships with others that carry out these ideals.

Good mental health is desired for everyone. What does this mean but the ability to attain and maintain satisfactory human relations. The group method enables

children to work out their emotional tensions, their anxieties and their conflicts. Working out fears, resentments and hostile feelings in a group which accepts him and under the guidance of a wise teacher is a very good experience for the child. Through the interchange of group opinion and through the help of a sympathetic teacher the pupil is able to understand the origin of his feelings and prejudices. Cooperative group thinking and activity by helping pupils to live out their emotional problems and conflicts will do much to relate the knowledge gained in school to socially constructive desires and beliefs.

Recent studies of children attribute to emotional difficulties some of the most serious social conflicts of our day according to Boynton.¹ He states further that there is evidence that the schools are sometimes a direct factor in producing delinquents. Back of some of the conflicts of modern boys and girls is the element of fear. Good mental hygiene means applying to everything in every day what has been learned with regard to the behavior of human beings. For teachers and others who work with children mental hygiene involves not only a better understanding of human growth and development with respect to those with whom they work, but also an understanding of the worker's own personality and his relationship to his family and associates.

1

Paul Boynton, John W. Charles and Others, Elementary Educational Psychology, New York: Prentice-Hall Inc., 1945. p. 10.

The aims of education and mental hygiene should be the same according to Frank.¹ This should be the development and training of the individual for effective living. Both are concerned with leading the child toward habits and attitudes that make the child better able to attack the problems of life. Mental hygiene also makes clear that the mental health of the child may be seriously endangered by the way in which these interferences and deprivations, compulsions and prohibitions are taught to him. The personality of the child and his adjustment to society depend upon the way he feels about people and situations and especially what he thinks of himself.

A program of human relations becomes a major aim of education in a democracy for these reasons, 1. Human relations are largely learned reactions. If it is true that the undesirable traits are learned then it is equally true that the proper responses can be taught. 2. The years covered by the elementary and secondary schools are the critical years for the learning of human relations. A large portion of the influence exerted by the school comes to the children as a total emotional climate often apart from the regular instruction. This is a composite of the attitudes of pupils, teachers

¹

Lawrence K. Frank, "The Orientation of Education to the Promotion of Mental Hygiene", Mental Hygiene, (October, 1939), Vol. 23, p. 530.

and the parents in the community. New pupils entering a school will find it difficult to oppose an environment where those present are sensitive to the values of good human relations, where the members are skilled in codes of conduct characterized by understanding in which traditions of courtesy and good will are established, where there is a protective sense of the strong for the weak, and where the school and private property are held in high esteem.

In most classrooms the focal person is the teacher. He should be the instructor, the companion and the all pervasive influence. His thinking and attitudes will stand as guide posts to the conduct and thinking of the children. Therefore a teacher should be well balanced in all of his discussions and in his dealings with the children he should allow no prejudices to creep in. He should mete out praise and blame in a fair way. He should be sensitive to the opportunities for the development of wholesome social living. He should be well informed through wide reading. He should have the knowledge that will be useful to him in teaching human relations. He should be competent in the necessary teaching techniques. Above all he should be just and unbiased¹ in his dealings with others.

¹
Paul Boynton, John W. Charles and Others, Elementary Educational Psychology, New York: Prentice-Hall Inc., 1945. pp. 17-33.

PART III

TECHNIQUES USED WITH THE CLASS

TECHNIQUES USED WITH THE CLASS

With these points in mind what of the human relations in Room 11 at the I.N.Bloom School? How could the writer apply these principles to the class? First it seemed that a sociometric test would be helpful in determining those in the class who were leaders, those who were successful in their relations with others and those who were not. In all groups there are cleavages, between people who seem to be different and those who accept the standard, between individuals whose idea of what is right and what is wrong ¹ diverge. It is necessary to study the group in order to see ways in which cleavages can be eliminated and how skills can be developed for handling these so as to avoid their psychological waste. A sociogram, as a starting point, seemed to give a comprehensive revelation of the group structure. A sociogram describes a complete picture of spontaneous interaction. Sociometric methods put the attention on the dynamics of interaction rather than on the achievements of individual children.

Many teachers have known the value of knowing the class. They have studied the records, had interviews, observed the children at work and at play, and have listened to the remarks about the classmates made at various

¹

Helen Hall Jennings, Sociometry in Group Relations. Washington, D.C.: 1948, pp. 1-10.

times by the children. These things all proved of some value but it seemed that it was impossible from this to know the children who were really rejected and those who were the leaders. Often the teacher has been surprised to learn from a sociometric test that the child who seems most favorable to the faculty is not the choice of the pupils. Also it may be proved that the child who meets with little approval from the teachers is best liked by the pupils. The basis for this distinction is not easily understood.

Many teachers have encouraged a child to work exclusively by and for himself. This may be harmful to the child. Those who learn to individualize all achievement also learn to cherish exclusiveness in their social relations. They are learning that they must guard their position in the social sphere. Other less successful children are learning to withdraw. They may be very rebellious, but they learn to suppress it. They may become afraid to try to enter social doors that are open to them. Both kinds of children are apt to get exaggerated opinions about their own importance and that of others.

As children mature they need affection from members of their own group, possibly more than they need the approval of the teacher. They need to grow in their ability to appreciate others and to make a place for themselves. They should be given opportunities for the exchange of

ideas, for helping one another and for exploring the other fellow's personality. Without such exchange their skills for contact with others will be limited and their ability to reach out and make friends with others will be inhibited.

Teachers have often considered it their duty to separate children who have shown an interest in each other. Seating plans, working committees and other arrangements have often been used that were in direct opposition to the desires of the children. Many a disciplinary problem has come from the fact that the child has been forced to lead two lives, one in the open and the other behind the teacher's back.

The same thing has happened when children have wanted to help each other. They may be able to explain things to another child with far more patience and skill than the teacher could have. When this inclination is thwarted much good is lost. The child is taught that he is to mind his own business. In this way he is never able to learn how satisfying this give and take can be nor is he able to get the personal release that comes from joint action.

The academic learning cannot be separated from the social atmosphere in which it takes place. Since children are taught in groups they are bound to affect each other. Their personal feelings and their attitudes to-

ward others have a great deal to do with the way they use their abilities. Cleavages and tensions may absorb energy that could have been put to better use. Experiments have shown that when these blocks have been removed usually the intellectual abilities are released also. Interaction in groups allows the members to complement one another and therefore may contribute to greater total achievement. Individuals can stimulate each other instead of competing against each other.

Under the present conditions the children found to suffer most in school are the members of the minority group, who usually are found in the rejected group. This may cause lowering the prestige of this group in the eyes of the other members. This may be just as serious for the ones in the cultural group, for it is this sort of concept that brings forth the ideas about the superiority of certain races and economic groups and the inadequacy of the others.

As soon as social relations can be studied they can be guided. When the teacher becomes aware of the existence of interaction it is possible to build on it for educational purposes and for greater emotional stability.

In this next section the writer attempts to describe some of the experiences in connection with the

sociometric test and some of the methods of interpreting the results obtained.

THE SOCIOMETRIC TEST

In preparation for the sociometric test, which will work best if the children do not feel that they must always work with members of their own sex, the writer encouraged the children to talk freely about their feelings on the subject of working with all members of the class. In this school the tradition has been to have the girls and boys sit at different tables in the lunchroom and to have them line up in this order also. One of the boys in response to the question, "Why do you think that the boys and girls don't want to sit together", said, "I think that in a lot of schools the girls were made to sit between the boys so the boys would be good. We were made to feel that this was punishment, so we never wanted to sit by the girls. In the rooms we were never allowed to choose our own seats." After the discussion the children agreed to try for a week having the people sit in the lunchroom wherever they happened to come and not to make any distinction. At the end of the week a vote was taken and out of the class of 37 only 4 boys wished to go back to the old way. The children were allowed to choose their own seats in the room. There were no separate lines when going from the room. After a few weeks of this the teacher felt that the children were ready to take the sociometric test. The children were made to understand that this test was given for the purpose of helping them. Rapport with the

children is a necessary prerequisite for using this test. The test situation must offer children opportunities for choices that are meaningful to them. In this situation the children were used to working in small committees, therefore the teacher asked them to list on a small card the three persons with whom they preferred to work. They were told that no one would see the results except the teacher. It was pointed out that it would not be possible for everyone to get his first choice but that every effort would be made to do so. The most important things to remember about giving the test are: 1. to include the motivating elements in the beginning remarks, 2. to word the question so that the children understand how the results are to be used, 3. to allow enough time, 4. to emphasize that any boy or girl may be chosen, 5. to present the test with interest and enthusiasm, 6. to say how soon the arrangements based on the test can be made and 7. to keep the whole procedure as casual as possible. The test should be given for an actual purpose and the results should be used as soon as possible.

After the test the children's cards were checked and recorded like this:

Child's Name-First Choice-Second Choice-Third Choice

From this record the teacher made the sociogram. In order to do this the writer chose circles to repre-

sent the girls and triangles for the boys. Kenneth's choices were First, Donnie, Second, Bernie and Third, David.

The writer chose to make a sociogram for each choice. If one has a large enough space to chart the sociogram it may be interesting to see all choices on one paper, but for this piece of work it seemed wiser to chart each one separately.

A careful look at the sociograms will reveal much information about the interaction in the group and help the teacher in planning further work with the class. The writer felt that because of knowing the isolates in the group it became easier to arrange ways for them to be helped to become more social. The popular children were easy to locate also.

In the fifth grade the intersexual choices are almost totally missing. The group is usually split up into two separate groups of boys and girls. The motivations are based on similarities of traits, including physical, mental, social standing and of interests in common pursuit. With the boys there is much more hero worship shown and with the girls there is usually much emotional friendship. Most of the cleavages are usually because of nationality and social class.

This group proved rather typical of the results obtained in most fifth grades. There were a few exceptions:

Mary Sue, the daughter of a doctor, chose the children from the Orphan's Home, and there were more boys and girls choosing each other. This may have been due to the discussions held before the test.

ANALYSIS OF THE TABLES

The following Tables were made after the February Sociometric Test. The writer felt that it would be helpful to have all of the Tables pertaining to the Test together.

Table 1 shows the first step after the children have written their choices.

Tables 2,3 and 4 are the Sociograms.

Table 5 shows the number of times each child was chosen.

Table 6 gives the results of the interviews which were carried on after the Test.

TABLE 1

CHOICES FOR SOCIOMETRIC TEST, FEBRUARY 1949, SHOWING
THE CHOOSER, FIRST, SECOND AND THIRD CHOICES FOR 18
BOYS AND 19 GIRLS

<u>CHOOSE</u> R	<u>FIRST CHOICE</u>	<u>SECOND CHOICE</u>	<u>THIRD CHOICE</u>
Kenneth	Donnie	Bernie	David
Barbara J.	Anna	David	Barbara
Anna	Barbara	Lenora	Janet
Frankie	Bobbie L.	Bernie	Dickey
Norvin	David	Mary Sue	Bard
Carole	Mary Sue	Faye	Mary J.
Carol	Mary J.	Donald	Mary Sue
Mary Sue	Carol	Mary J.	Lenora
Edsel	David	Bernie	Bobby
Gloria	David	Mary Sue	Faye
Faye	Mary Sue	Bobby	Janet
Buddy	Bobbie L.	David T.	Jimmie
Lenora	Mary Sue	Bobby	Faye
Vicki	Nancy	Barbara	Mary Sue
Hubert	Bernie	David	Bard
Bard	David	Donald	Bernie
David T.	David	Bobby	Bobbie L.
Donald	Bernie	David	Kenneth
Janet K.	Margaret	Barbara	Carol J.
Dickey	Bobby	Bobbie L.	David T.
Phyllis B.	Mary Sue	Mary J.	Phyllis
Nancy	Vicki	Faye	Lenora
Barbara	Johnny	Margaret	Frances
Bernie	David	Hubert	Donald
Janet	Mary Sue	Mary J.	Carol
Phyllis	Phyllis B.	Mary Sue	Vicki
David	Bernie	Faye	Bard
Margaret	Lenora	Barbara	Donald
Bobbie L.	David	Donald	Byron
Bobby	Dickey	Johnny	Buddy
Johnny	Bobby	Dickey	Frankie
Byron	Faye	Bard	David
Donnie	Kenneth	David	Bard
Mary J.	Mary Sue	Hubert	Janet
Frances	Mary Sue	Faye	Barbara
Jimmie	Bobbie L.	Bard	David T.
Carol J.	Janet K.	Barbara	Margaret

TABLE 2
 SOCIOGRAM
 SHOWING THE FIRST CHOICE OF
 18 BOYS AND 19 GIRLS
 GRADES 5, 4, I.N. BLOOM SCHOOL, LOUISVILLE
 FEBRUARY, 1949

TABLE 3

SOCIOGRAM

SHOWING THE SECOND CHOICE OF

18 BOYS AND 19 GIRLS

GRADES 5, 4, I. N. BLOOM SCHOOL, LOUISVILLE

FEBRUARY, 1949

LEGEND

BOY

GIRL

ONE WAY CHOICE

MUTUAL CHOICE

TABLE 4

SOCIOGRAM

SHOWING THE THIRD CHOICE OF

18 BOYS AND 19 GIRLS

GRADES 5,4, I.N.BLOOM SCHOOL, LOUISVILLE

FEBRUARY, 1949

LEGEND

BOY

GIRL

ONE WAY CHOICE

MUTUAL CHOICE

TABLE 5

RESULTS OF THE SOCIOMETRIC TEST FEBRUARY, 1949 SHOWING
THE NUMBER OF TIMES EACH OF THE 18 BOYS AND 19 GIRLS
WAS CHOSEN

<u>NAMES</u>	<u>FIRST CHOICE</u>	<u>SECOND CHOICE</u>	<u>THIRD CHOICE</u>
Kenneth	1	0	1
Barbara J.	0	0	0
Anna	1	0	0
Frankie	0	0	1
Norvin	0	0	0
Carole	0	0	0
Carol	1	0	1
Mary Sue	7	3	2
Edsel	0	0	0
Gloria	0	0	0
Faye	1	4	2
Buddy	0	0	1
Lenora	1	1	2
Vicki	1	0	1
Hubert	0	2	0
Bard	0	2	3
David T.	0	1	2
Janet K.	1	0	0
Dickey	1	1	1
Phyllis	1	0	0
Nancy	1	0	0
Barbara	1	4	2
Bernie	3	3	1
Janet	0	0	3
Phyllis G.	0	0	1
David	7	4	2
Margaret	1	1	1
Bobbie L.	3	1	1
Bobby	1	3	1
Johnny	2	1	0
Byron	0	0	1
Donnie	1	0	0
Mary J.	1	3	1
Frances	0	0	1
Jimmie	0	0	1
Carol J.	0	0	1

ANALYSIS OF THE SOCIOMETRIC TEST

1. What appears that you had expected would appear?

In examining this sociogram the writer found that the children who had appeared to be well liked were chosen often. The girl named Mary Sue and the boy named David had 7 first choices and 2 third choices each while Mary Sue had 3 for second and David had 4. There were several children not chosen at all, Edsel, Barbara J., Gloria, Carole and Norvin. The teacher had expected these children would not be chosen.

2. What appears that you had not expected to appear?

There were some surprises, for the writer had expected Johnny to get no votes and Mary J. received more also than it seemed she would. One girl, Phyllis, who is very attractive, received only one vote.

3. What seems to account for certain pupils being the most chosen and best liked?

In discussing the qualities necessary for a leader some of the children said that they liked David because he was cooperative, a good worker, a good sport, just about everything one could want, and someone who could be depended on. Most of the children chosen often seemed to have these same qualities.

4. What seems to account for certain pupils being unchosen?

Edsel is a boy from the Orphan's Home. He is able to do

good work, but he is rather brusque in his manner. Carole is new to the school and does not know how to make friends. She tries to attract attention by odd methods. Barbara J., at one time, seemed very popular with the boys. Her mother discouraged her interest in them and the girls seem not to be very conscious of her.

5. What seems to account for the mutual choices?

The children who chose each other live near and play together. They seemed to be the ones who work and play together in the room.

6. What cleavages appear in this sociogram?

Gloria and Frankie are Jewish children. Frankie often comments on religious prejudice. There are several children from the Orphan's Home. There are several children whose fathers are doctors and lawyers. The children from the Home are treated kindly by the others. Mary J. and Carol were both chosen by Mary Sue who was the most chosen girl.

7. What do the majority of the most chosen children have in common?

The writer believes that most of the popular children have the kind of personality that makes them fun to be with. They are kind and cooperative and not too self centered. They are able to project themselves into the situations of other children. They are good actors and

are always ready to take part in anything.

8. What do the unchosen children have in common?

Most of these children are quiet, lack self confidence, are unable to do good work, are uncooperative and hardly ever volunteer to participate in any activity.

The sociogram can show only the structure of interrelation, but not the reasons for this. The sociogram shows which children are isolated but it does not reveal why the choices were made. It gives an interesting picture of the social structure, but nothing that can be used for the individual or for the re-education of the class. The inner reasons must be discovered by the use of additional devices, since it is these that must be changed if better group atmosphere is to be present.

One of the devices used by the writer was that of interviewing the children. It is important that the question be worded correctly so that the child will respond properly. The child should not be made to feel that his choices are being criticized. One way that the question may be asked is, "Could you help me to find out how you happened to choose Mary Sue for your first choice?" The children should not be made to feel that they have to justify their remarks. The answers should be treated seriously. It

is good to proceed slowly and seize an opportunity to talk to the children when they seem in the mood to tell the teacher more about their choices.

In view of the fact that many of the children in this class gave about the same responses the writer felt that these could be classified under the headings and the number of times they were mentioned could be listed also.

TABLE 6

RESULTS OF THE INTERVIEWS AFTER THE
FEBRUARY SOCIOMETRIC TEST

Cooperation-----	12
Is Kind-----	8
Fun To Play With-----	5
Good Sport-----	4
Friendly-----	4
Helps Me-----	2
Is a Good Player-----	2
Total-----	37

From this the teacher was able to see that the most important point to the children seemed to be that of cooperation. Since this had been stressed in the room since September this did not seem strange. Many times during the year the children had opportunities to talk about what they liked about their friends and kindness was brought out often. This class was made up of some good ball players so the remark, "fun to play with", might well have been expected.

PLANNED ACTIVITIES BETWEEN THE FEBRUARY AND JUNE
SOCIOMETRIC TESTS

Since the first Sociometric Test was given in February and the second in June there was an interim of several months during which time the teacher planned definite training along the line of human relations. Activities that promote interaction and the use of democratic methods did much toward aiding social development. The teacher took the children into partnership instead of treating them as a filling station. The writer tried to develop a feeling of group belongingness. She tried to make knowledge come alive by pupil participation and group sharing. She made an effort to find out the needs of the children and to help them over some of the obstacles that always seemed to loom. She tried to develop the vital social skills of solving problems cooperatively by group discussion and activity. There was ample opportunity for the release of emotional tensions and the building of constructive social attitudes. The teacher endeavored to fulfill the needs of the children for security, independence, achievement, recognition and self esteem. Above all the writer hoped that every child had the feeling that he was accepted. The children were guided along the line that everyone had contributions to make to the group and that they would not all be the same. The writer kept in mind that one learns better when one is happy and the atmosphere

of the room was geared accordingly.

During this time there were many opportunities for group work. There was group planning for programs and committee work. Group self discipline was developed to a great degree. The children seemed to be gaining a better understanding of the causes of group behavior. They certainly gained skills for effective group action.

ANALYSIS OF THE TABLES

The following Tables were compiled after the June Sociometric Test. It proved interesting to compare the results of the two tests. It was easy to do this by using the same kinds of Tables.

Table 7 shows the first step after the children have written their choices.

Tables 8,9 and 10 are the Sociograms.

Table 11 shows the number of times each child was chosen.

TABLE 7

CHOICES FOR SOCIOMETRIC TEST, JUNE 1949, SHOWING THE
CHOOSEER, FIRST, SECOND AND THIRD CHOICES FOR
17 BOYS AND 19 GIRLS

CHOOSEER	FIRST CHOICE	SECOND CHOICE	THIRD CHOICE
Kenneth	Mary J.	David	Mary Sue
Barbara J.	Anna	Lenora	Bernie
Anna	Lenora	Barbara	Janet K.
Frankie	Bernie	Johnny	Jimmie
Norvin	David	Bard	Donald
Carole	Faye	Janet	Barbara
Carol	Donald	Mary J.	Faye
Mary Sue	Mary J.	Betty	Carol
Edsel	David	Bobby	Bernie
Gloria	Faye	Vicki	Donald
Faye	Bobby	Mary J.	Janet
Buddy	Johnny	Bobbie L.	Bobby
Lenora	Barbara	Mary Sue	Bobby
Vicki	Faye	Frances	Nancy
Hubert	David	Bernie	Bard
Bard	David	Bernie	Donald
David T.	David	Bobbie L.	Bobby
Donald	Bard	David	Bernie
Janet K.	Carol J.	Lenora	Carol
Dickey	Bobby	Johnny	Bobbie L.
Phyllis	Phyllis G.	Mary Sue	Mary J.
Nancy	Faye	Lenora	Barbara
Barbara	Mary Sue	Lenora	Faye
Bernie	Byron	David	Bard
Janet	Mary J.	Norvin	Carol
Phyllis G.	Phyllis	Barbara	Janet K.
David	Bernie	Bard	Hubert
Bobbie L.	Donald	Bernie	David
Bobby	Johnny	Edsel	Dickey
Johnny	Bobby	Buddy	Frankie
Byron	Faye	David	Bernie
Mary J.	Mary Sue	Janet	Carol
Frances	Mary Sue	Barbara	Faye
Jimmie	Carole	Faye	Kenneth
Carol J.	Janet K.	Barbara J.	Mary J.
Betty	Faye	Mary Sue	Mary J.

TABLE 8
 SOCIOGRAM
 SHOWING THE FIRST CHOICE OF
 17 BOYS AND 19 GIRLS
 GRADES 5,4, I.N.BLOOM SCHOOL, LOUISVILLE
 JUNE, 1949

TABLE 9

SOCIOGRAM

SHOWING THE SECOND CHOICE OF

17 BOYS AND 19 GIRLS

GRADES 5,4, I.N.BLOOM SCHOOL, LOUISVILLE

JUNE, 1949

LEGEND

BOY

GIRL

ONE WAY CHOICE

MUTUAL CHOICE

TABLE 10
 SOCIOGRAM
 SHOWING THE THIRD CHOICE OF
 17 BOYS AND 19 GIRLS
 GRADES 5,4, I.N.BLOOM SCHOOL, LOUISVILLE
 JUNE, 1949

LEGEND

BOY

GIRL

ONE WAY CHOICE

MUTUAL CHOICE

TABLE 11

RESULTS OF THE SOCIOMETRIC TEST JUNE, 1949 SHOWING THE
NUMBER OF TIMES EACH OF THE 17 BOYS
AND 19 GIRLS WAS CHOSEN

NAMES FIRST CHOICE SECOND CHOICE THIRD CHOICE

Kenneth	0	0	1
Barbara J.	0	1	0
Anna	1	0	0
Frankie	1	0	1
Norvin	0	1	0
Carole	1	0	0
Carol	0	0	4
Mary Sue	3	2	2
Edsel	0	1	0
Gloria	0	0	0
Faye	6	1	3
Buddy	0	1	0
Lenora	1	4	0
Vicki	0	1	0
Hubert	0	0	1
Bard	1	2	2
David T.	0	0	0
Donald	2	0	3
Janet K.	1	0	2
Dickey	0	0	1
Phyllis	1	0	0
Nancy	0	0	1
Barbara	1	3	2
Bernie	2	3	4
Janet	0	2	1
Phyllis G.	1	0	0
David	5	3	1
Bobbie L.	0	2	1
Bobby	3	1	3
Johnny	2	2	0
Byron	1	0	0
Mary J.	3	2	3
Frances	0	1	0
Jimmie	0	0	1
Carol J.	1	0	0
Betty	0	1	0

RESPONSES AFTER THE JUNE SOCIOMETRIC TEST

After the June Sociometric Test the teacher asked the class to write why they had chosen the person in first place on their cards. These were the responses received:

- Kenneth--I like Mary June because she is so kind.
 Barbara J.--I like Anna because she is sweet.
 Anna--I like Lenora because she does not act smart.
 Frankie--I like Bernie because he does not tease me and he shares the work and the credit.
 Norvin--I like David because he has nearly all the points.
 Carole--I like Faye because she is honest.
 Carol--My choice is Donald because he does his work and does not get into trouble.
 Mary Sue--I like Mary J. because she is a good sport and cooperates with others.
 Edsel--I like David because he knows more than I do.
 Gloria--I like Faye because she is kind and helps me a lot.
 Faye--I like Bobby because he is nice and quiet.
 Buddy--I like Johnny because he is cooperative.
 Lenora--My choice is Barbara because she is nice, friendly and helpful.
 Vicki--I like Faye because she does not say what you have to do.
 Hubert--I like Bernie because he is cooperative.
 Bard--I like David because he is cheerful.
 David T.--I like David because he is a good sport.
 Donald--I like Bard because he can make a good report.
 Janet K.--I like Carol J. because we go to the same church and her father picks me up every Sunday.
 Dickey--I like Bobby because he is kind.
 Phyllis--I like Phyllis G. because she is not silly.
 Nancy--I like Faye because she is always willing to work.
 Barbara--I like Mary Sue because she has such outstanding self control.
 Bernie--I like Byron because he cooperates.
 Janet--I like Mary J. because she is never grumpy.
 Phyllis G.--I like Phyllis because she is nice to get along with.
 David--I like Bernie because he is easy to get along with.
 Bobbie L.--I like Donald because he cooperates.

Bobby--I like Johnny because he is nice and quiet.

Johnny--I like Bobby because he is nice and shares things and takes turns.

Byron--I like Faye because she is not silly and is never selfish.

Mary J.--I like Mary Sue because she is so kind.

Frances--I like Mary Sue because she is kind and thoughtful.

Jimmie--I think Carole is a good sport.

Carol J.--I like Janet K. because she is good and kind.

Betty--I think Faye is awfully nice.

COMPARISON OF SOCIOMETRIC TESTS

The writer noticed after the June Sociometric Test that some of the people who had been isolates in February had been chosen a few times. Bernie, Faye, David and Mary Sue were still popular and a number of other children had received more votes than previously. Gloria had remained an isolate. David T. had become an isolate. As there were several children who received so many votes it probably isn't possible to judge whether some of the other ones would not get votes in another group. The three outstanding children, David, Faye and Mary Sue all do excellent work. They have the ability to make people like them. The writer noticed that these children were cheerful, confident, full of fun, kind, thoughtful, courteous, generous, cooperative and honest. They played well, danced well and loved having a good time. They were clean and well dressed. The families of these children were very cooperative, very interested in their children and in the school. These children seemed to have a sense of security that helped them to have confidence in themselves. The isolates or less chosen children often were the ones who came from large families, suffered from an inferior feeling, were timid and withdrawn.

The writer was not able to determine exactly why some children were popular while others were not, but there seemed reason to believe that these qualities de-

scribed may have been the cause.

In comparing the sociograms there did not seem to be so much interaction between the groups, but as stated before this seemed natural for children in the fifth grade. The ones who still chose members of the opposite sex were those who lived close and came to school in the same car.

It seemed to the teacher in observing the class at recreation periods that there were few children who ever lacked partners and many boys and girls talked and played together.

This class seemed to work well together and there was much joy in each other's accomplishments.

AUTOBIOGRAPHIES

In order to learn more about the children the teacher suggested that they make a personal record booklet. Some of the children called these booklets by the names, "Autobiography", "My Life" and "My Record". As they had been working in Art on sikhloettes someone suggested that they use the sikhloette of themselves for the cover of the booklet. In order to do this each child chose a partner and each child tried to draw the outline of his partner. They soon found that there were several children who were able to make the sikhloette look like the person. This worked out very well and soon all the sikhloettes were ready for the booklets.

As a guide these were the questions decided upon by the children.

1. How many people are in your family?
2. What do you usually do after school each day?
3. How do you help around the house?
4. Do you take any lessons after school?
5. What games and sports do you like best?
6. What things do you like to make?
7. What would you like to learn to do?
8. What are your favorite books and magazines?
9. What are your favorite radio programs?
10. What kinds of movies do you like?
11. What do you want to be when you grow up?

12. What interesting places have you visited?

13. What places would you like to visit?

14. If you could make two wishes and have them come true what would they be?

For this paper the writer chose to use excerpts from these children's books: David, Gloria, Faye, Frances, Mary Sue and Norvin. This group includes three children who were very popular and three who were isolates.

NORVIN-ISOLATE

There are six people in my family, my mother, father, grandmother, grandfather, John my brother and I.

When I go home from school I get out my bike and ride until 4:30. Then I go home and do my homework. I listen to some programs on the radio until 6 o'clock. Then I eat my supper. I listen to the radio until 9 o'clock. Then I go to bed.

I help around the house by being quiet in front of the house. I eat good food and do not waste it. I am quiet at night. I pick up my room. I shovel coke. I run errands. I wash dishes. I entertain my brother.

On Tuesdays and Fridays I go to gym. I wish that I could take woodwork lessons.

I like football, baseball and shuffleboard. I also like Russian Bank, Casino and Rum.

I like to make boats, airplanes and swords. I like to make smoke bombs and fire bombs with my set of bomb

explosives.

My favorite books are Bombs Away, Heroes and Out-laws, 100 Tricks of Magicians and The Mystery of the Bar Z Ranch.

My favorite radio programs are "Gangbusters", "Sky King", "Jack Armstrong", "Yukon Challenge", "Sam Spade" and "Sherlock Holmes".

I want to be an inventor when I grow up.

I have visited lots of interesting places. I wish that I could visit Mexico.

If I could have two wishes come true I would wish for a bigger home and a new 1949 Ford. Also I wish we had more money and that I had a savings account.

MARY SUE-LEADER

I have a mother and father. I have three aunts, three uncles, two grandmothers and one grandfather. My father's father died before I was born. I have one brother named Jimmie.

On Wednesdays I go to a Girl Scout meeting and then to my dancing class. On Mondays and Thursdays I take piano lessons. The other days I usually play with my friends. Sometimes I go to the movies.

At home I wash dishes, put up the groceries and help my mother cook. I sometimes go to the library for her.

I take piano lessons, too and ballet dancing.

I like to play badminton and card games.

I like to cook.

I want to learn to make some doll clothes and yarn dolls.

My favorite book is Jane Addams and my favorite magazines are Story Parade and Jack and Jill.

My favorite radio programs are "Waltz Album" and "Blondie".

I like to see funny movies and dog movies. I go to the movies about five or six times a year.

When I grow up I want to be a housekeeper. I want to have twins.

I have visited Reynolds, Georgia where my grandmother and grandfather live. I wish that I could visit Mexico. I also would like to go to Boston and New York.

If I could have two wishes I would wish to live with my grandmother. I also wish that I could see a "Derby".

FRANCES-ISOLATE

There are ten people in my family, my mother, father, grandfather, grandmother, Jackie age 11, Doris Jean age 8, Charles age 6, twin sisters 20 months old and I am 9 years old.

I help around the house by taking care of my twin sisters.

I do not take any lessons after school. I would love

to take dancing lessons.

I like Bat Ball and Relay best.

I like to make doll dresses and I like to make cake.

I want to learn to cook better.

My favorite books are Nicodemus Laughs and Wheels and Wings.

My favorite radio program is "The Lone Ranger."

I like "Blondie and Dagwood" and "Roy Rogers". I go to the movies about twice a week.

I have visited Alabama. I wish I could go to Florida.

If I could have my wish it would be for a bicycle.

GLORIA-ISOLATE

There are six people in my family, my mother, father, Bobby age 12, the twins age 8 and I.

After school I go to my piano lessons. I go to speech class and dancing. I am a Girl Scout.

I help my mother do the dishes on Saturday and Sunday. I help the maid clean sometimes. I love house work.

I take dancing, elocution and piano lessons. Mother wants me to be a good singer. I love dancing. I am very graceful.

On rainy days I make fudge. I also like to make fudge cake.

I like basketball, volleyball and hop-scotch. My

favorite sports are swimming, hiking, camping and fishing.

My favorite books are mysteries and about famous people. My favorite magazine is Life. I like it because it tells about many people and it teaches you something.

My favorite radio programs are "Dennis Day" and "Jack Benny". I like quiz programs and singing. I love to listen to "Stop the Music".

I like Walt Disney's pictures best. I go to the movies on Saturdays and sometimes on Sundays.

I have visited Chicago. I went to the Zoo. My grandparents live in Miami. I have been there. I went to school in New Jersey. I have visited New York. I wish I could go to Cuba and California.

When I grow up I want to be a housewife and have children. I love babies and I love to do work.

DAVID-LEADER

We have three people in my family, my mother, father and I.

After school on Monday I go to Art School. Tuesday I go to the Y.M.C.A. On Wednesday I play out of doors. Thursday I go to Scouts and Friday I go to the Y.M.C.A.

I like to make model airplanes, trains, boats and trucks.

I want to learn to swim.

I like baseball and football. Inside I like rum and

checkers.

The books I like best are Mr. Popper's Penguins and What's in the Sky?. The magazines I like best are Popular Science and Life.

My favorite radio programs are "The Screen Guild Players", "Quiz Kids" and "The Aldrich Family".

The movies I like are historical movies and mysteries. I go to the movies once a week.

I have visited Mammoth Cave. I want to go to the Great Lakes.

When I grow up I want to be a chemist.

FAYE-LEADER

In my family there are my mother, father and I.

After school I go home, take off my clothes and hang them in the closet. I sit down and do my homework. Then I go out to play.

I take piano lessons every Saturday.

I often help at home by washing dishes, and cleaning my room.

I like to make cookies and clothes pin dolls.

I would like to learn to swim.

The games I like are Easy Money, checkers and paper dolls. The sports I like are baseball, football and volleyball.

My favorite books are The Wizard of Oz and make believe stories. My favorite magazine is Life.

The programs I like to listen to are "Beulah", "The Cavalcade of America" and "The Story Hour".

I like movies that are funny such as "Life With Father". I also liked "Dog of Flanders" and "Lassie Come Home". I go to the movies once a week.

I have visited Rochester, Minnesota where we went to Mayo Clinic.

When I grow up I want to be a secretary to a big movie operator in Hollywood, California.

If I had my wish I'd have a big flower garden with a little brook running through and gold fish in the pond.

MY YEAR AT SCHOOL

In the May issue of Young America Readers there was an evaluation called "My Year At School". This gave the children an opportunity to write more about "their story". Using the same children whose autobiographies were reviewed the teacher chose these parts for this paper.

NORVIN-ISOLATE

The subjects I have enjoyed most this year are science, reading and art.

If our class could take a one-day trip, I wish we could go to the rifle range.

If I could live one school day again, it would be when we played the girls in softball.

If I could change one thing in school it would be arithmetic.

The game or sport I like better than any other is baseball.

This year I have tried to improve the way I play basketball.

One thing I learned to make this year is model airplanes. One thing I want to learn to make is a submarine.

When I have time to do anything I please, I usually go to a movie, or play.

Often I help at home by drying the dishes.

At school I like to work with one person.

When I get angry I usually say nothing.

I do not like to tease. I don't care when anyone teases me.

I have a pet because I like pets.

The person I like to work with at school is Jimmy, because I know him real well.

The person I like to play with is Jimmy, because I like him.

The person at our house that I like to work and play with is Johnny, because he is my brother.

If I could change one thing at home it would be to get more allowance.

When I grow up I want to be a pilot.

During vacation I will probably help at home by gardening.

Some of the things I expect to enjoy this summer are: reading, swimming, picnics, radio, hiking, movies, gardening, collecting stones and nature study of birds.

The club or group I will meet with regularly is Cubs.

One good time with my family this summer will be when we go swimming.

The thing that I am looking forward to this summer is swimming.

MARY SUE-LEADER

The subjects I have enjoyed most this year are

music, spelling, arithmetic and art.

One time I enjoyed singing was when I was in the Fifth Grade.

If our class could take a one-day trip, I wish we could go to Churchill Downs.

If I could live one day at school again, it would be when I was in the Fifth Grade.

If I could change one thing at school it would be lunch.

The game or sport I like best is volleyball.

This year I have tried to improve the way I play basketball.

One thing I learned to make this year is flowers.

When I have time to do anything I please I usually play inside or out.

Often I help at home by helping my mother.

At school I like to work with a few.

When I get angry I usually say nothing.

I do not like to tease. I don't care if someone teases me.

I do have a pet, because I asked for one.

The person I like to work with at school is Phyllis, because she is nice and cooperative.

The person I like to play with is Mary because she is always fair.

The person at our house that I like to work and play

with is Jimmy. This is because he likes to play with me.

If I could change one thing at home it would be cleaning up my room.

When I grow up I would like to be a housewife.

The person I want to be like is my mother, because she is a nice mother.

One thing I worry about is reading.

Some of the things I expect to enjoy this summer are swimming, hiking, movies, collecting cards, nature study of trees, snakes, birds and flowers.

One good time with my family will be when we go to the Country Club.

When we go swimming I'll have fun with my friends.

The thing I'm looking forward to most of all is going to camp.

FRANCES-ISOLATE

The subjects I have enjoyed most this year are arithmetic and plays.

One time I liked art was when I drew a picture of a dog.

If our class could take a one-day trip I wish we could go on a picnic.

If I could live one school day again it would be at Christmas.

The game or sport I like best is cornerball.

One thing I learned to make this year is flowers.

When I have time to do anything I want to I usually go to a movie.

At school I like to work with one person.

When I get angry I say nothing.

I do not like to tease. I don't care when someone teases me.

I do not have a pet, because there is not room.

The person I like to work with at school is Mary Sue, because she is kind to me.

The people I like to play with at home are my sisters.

When I grow up I would like to be a dancer.

The person I would like to be like is Mary Sue because she is sweet.

One thing I worry about is reading.

FAYE-LEADER

The subjects I have enjoyed most this year are history, geography and arithmetic.

One time I enjoyed art was when I drew a Clean-Up Poster.

If our class could take a one-day trip I wish we could go to Lexington.

If I could change one thing at school it would be music.

The game or sport I like best is batball.

This year I have tried to improve the way I play by doing what others want to do.

One thing I learned to make this year is a flower.

One thing I want to learn to make is doll clothes.

Often I help at home by washing dishes.

When I have time to do anything I please I play.

At school I like to work with one person.

When I get angry I usually tell about it. I do not like to tease. I get angry when someone teases me.

I have a pet because I like one.

The person I like to work with at school is Mary because she is very nice.

The person I like to play with at home is Bobby because he is so fair.

The person that I like to work and play with is my mother. She is good to me.

If I could change one thing at home it would be washing dishes.

When I grow up I want to be a secretary.

The person I want to be like is my mother because she is good and kind.

One thing I worry about is going out to play.

During vacation I will probably help my family fix the yard.

Some of the things I expect to enjoy this summer are: swimming, radio, movies and collecting rocks.

One good time with my family will be when we go out.

The thing I am looking forward to most is this vacation.

GLORIA-ISOLATE

The subjects I have enjoyed most this year are science, reading, music, spelling, arithmetic, art, geography and handwork.

One time I liked science was when we did experiments. If our class could take a one-day trip I wish we could go to the country.

If I could live one school day again it would be when we played softball.

If I could change one thing at school it would be nothing.

At school I like to work with one person.

When I get angry I usually fight.

I do not like to tease. I don't care when someone teases me.

I do not have a pet because mother doesn't want one around the house.

The person I like to work with at school is Mary Sue because she helps me.

The person I like to play with is my sister because we agree with each other.

If I could change one thing at home it would be the pillows.

When I grow up I want to be a housewife.

The person I would like to be like is my mother, because she is well liked.

One thing that I worry about is the fights I have with my older brother.

During vacation I will probably help around the house by cleaning up.

I expect to enjoy swimming, picnics, hiking, gardening, collecting stamps and nature study of birds and butterflies.

The club I will go to regularly is my Glee Club.

I am looking forward to picnics and swimming.

Using the information gained from these booklets the teacher was able to understand the children better. She gained an insight into their needs and problems. It served as a bond between the teacher and the child. The teacher knew when making a personal comment about their interests and their home life would be most advantageous. After studying these cases the writer saw that she could help in many ways to bring some recognition to the isolates. She could give them a feeling of confidence in their work and could make them feel wanted. Continued practice in good human relations could do much to bring these children from the isolate group.

DISCUSSIONS OF AUTOBIOGRAPHIES

When the Autobiographies and the reports on "My Year At School" were completed the children used the various subjects from them for discussions. They read from their books about how they spent their days, how they helped at home, the kinds of homes, their families, their favorite books, magazines and radio programs, the trips they had taken, what they were going to be when they grew up and their wishes. In the discussion about their school work they told more about why certain subjects were their favorites and what they thought they had gained from the year's work.

During these periods the teacher noted the improvement in participation. Everyone read from his book and everyone showed an interest in the discussion, asking questions of the other children and commenting on their favorite books and favorite radio programs. They compared books and seemed particularly delighted with the pictures that some of the children had drawn to illustrate their work.

Here the teacher noticed the greater interaction and the self confidence displayed by some of the ones who had been isolates. Everyone seemed to get much pleasure from these periods.

PART IV

ACTIVITIES IN THE CLASSROOM

ACTIVITIES IN THE CLASSROOM

Since the promotion of good human relations depends on the good things that come from the every day living and working together cooperatively in the classroom, and creating an atmosphere favorable to growth, the writer felt that there were many activities that contributed to this. Throughout the entire year an attempt was made to give the children a feeling of acceptance and belongingness. Every child wishes to feel that he is understood and appreciated. He wants to be able to feel that he is free to express his opinions, to perform in the way most pleasing to him and to know that his contribution will be neither laughed at nor ridiculed. It is possible to create this kind of atmosphere. The teacher probably has a great deal to do with this in the beginning, but soon the class takes over the idea and it becomes an established procedure with which no one refuses to cooperate. In this kind of atmosphere the class originates the ideas used in many instances.

One of the favorite activities of this group was the dramatization. This was chosen as a means of evaluation most frequently at the end of a unit. There was a definite dramatization planned for each Friday. The chairman was chosen and he planned what he wished to dramatize. On Monday he asked for the ones that he

wanted in his dramatization to meet with him to find out the parts they were to take. The teacher was never in these groups and only on rare occasions did the chairman have to remove anyone from his play because of misbehavior. Many children waited eagerly to be chosen for the parts and they were just as eager to be the chairman. At the end of the year every child had had an opportunity to be in many plays and most of them had offered to take charge of one. This was a good way for the isolate to be included. Frances had chosen Mary Sue for her first choice for committee work. She had an opportunity to be chosen by Mary Sue for a part in a dramatization. Mary Sue said to the teacher, "I enjoyed having Frances in my play. She cooperated best of any one." When Frances entered the room no one knew her voice well enough to recognize it during a voice testing period, but at the end of the year she had been in several plays and showed a rather good sense of humor in acting out one of the parts, that of a cat. In such an atmosphere the class criticized the actors in such a way that it seemed helpful to them. Johnny was told at the beginning of the year that he was too anxious in his parts and overacted. He developed into a very good actor by the end of the year. He said that one of his wishes was to be an actor or a singer when he grew up. There was always much appreciation shown of the acting. The teacher observed during these periods that there was

much interaction among the audience also. They sat together. They discussed the plays during intermissions and seemed to enjoy them thoroughly. At the end of the year several outstanding plays had been given. The class asked if they could see several of the good ones again. It was interesting to note how each child remembered which part he had taken and the second performance was just as enjoyable as the first.

These dramatizations were never regular plays. They were stories chosen by the group or by the chairman and the parts were never written out. There was never any elaborate scenery, but occasionally the group decided that they needed the teacher's chair or that they needed paper beards or crowns for the characters. Sometimes they brought old clothes from home for special plays. It didn't seem to matter too much. There seemed to be equal enjoyment of the plays even though the audience was required to use their imaginations. In the evaluation of the year many pupils listed "giving plays" as something that they had liked.

Many children seemed to gain a place with the other members that they had never held before, by their participation in these dramatizations. The respect shown for each child's contribution was outstanding.

The use of Psychodrama was another area which proved an excellent way to release pent up emotions.

The writer made no attempt to analyze any of the emotions shown. This method seemed to utilize the child's normal desire for expression. In this way the children used their whole bodies; they talked; they indulged their natural love for pretending. This method holds no problem of keeping up a child's interest. In this group some of the acting was: "At the Grocery", "At Home in the Evening", "Talking on the Telephone", "Company for Dinner", "Father Coming Home from Work", "Times I've Been Afraid", "My Wishes", "At School", "Playing with My Brother or Sister", "My Pets", "My First Day in a New School" and "New Children in the Neighborhood". Sometimes the scene was set by the children and again it was just spontaneous acting.

Psychodrama is one of the new techniques in education.¹ It is said that the impact of learning by psychodrama is such that the pupil often carries the memory of what occurred long after other learnings have faded. The situation really begins after the class knows that something is to be performed and that everyone in the group may participate. It seems that the emergency aspect of the psychodrama is one of the dynamic factors

¹

Rosemary Lippit, "Psychodrama in the Home", Sociatry, (June, 1947), p. 25.

in this experience. Psychodrama produces a self awareness distinct from self consciousness. The participant has the audience viewpoint as well as that of the actor.

Many enlightening insights were gained by the teacher into the life of the children. As they became more free in their expression there were more volunteers. No one was ever forced to act. Everyone knew that the performances were not supposed to be perfect. One of the most interesting sessions was when the boys and girls acted out the part of their fathers coming in from work. As a whole most fathers appeared to be rather grumpy and not inclined to be bothered with their families, many of them shouting for their dinner and the paper. The children seemed to enjoy seeing how other fathers acted. It probably gave them an opportunity to observe the similarities and the differences. Often it is easier to endure something if one knows that this is not something unknown to others.

One of the boys told his mother that he guessed that was why the teacher had never married - the way that fathers acted.

This role playing proved a very relaxing experience for the children and also for the teacher. It served for better understanding on the part of the teacher.

One of the boys volunteered to bring his battery radio to school. Sometimes the class listened to the

good music broadcasts. Often they worked with clay, colored chalk, finger paint, crayons or any other media while they were listening to the music. Sometimes a subject was given for the art work. Often the class chose to draw to the music. After the broadcasts the children discussed how the music had made them feel, whether it helped them to work better, whether it interfered with their communication with the other members of the class. Most of them agreed that they could work well with music. They thought that the quiet music helped them to be more quiet also.

Games of all kinds, indoor and outdoor, can contribute to self control and to the realization of the importance of good team work. This is an area where co-operation counts most. Games give a chance for some of the children who cannot excel in academic fields to gain a place for themselves by their abilities to throw a ball or to run. Good sportsmanship doesn't develop if the individual never has an opportunity to play with others.

When children are at ease and feel healthy, happy and secure within themselves the chances for attitudes and behaviors consistent with good human relations would seem to be greater.¹ Play is joyful and with joy

¹

Delia Hussey, "The Play Route in Human Relations", Childhood Education, Vol. 25, (December, 1948), pp. 157-160.

comes well being and harmony. One of the big problems in human relations today is how to make people feel "good" about other people. In play children are at ease and get to know each other in a way that no other area seems to provide. Rhythm and dance activities play an important part in the play of children. The creative opportunities offered in dance increase appreciation in music and artistic forms. Children in their response to music are free and unself-conscious. The dance can contribute to the art of finer and better living and thus bring greater satisfaction to the individual. The dance also seems to overcome shyness on the part of the children. It shows them some of the social amenities.

This group of children looked forward to the dance periods held each week. This was participated in by everyone. At the end of the year some of the children were really good dancers, but most of all everyone had a good time.

There seemed no better way to get a group to cooperate than to plan a trip. Since this class was making a study of milk the teacher arranged for them to go to a dairy and to a farm. Some of the mothers volunteered their cars. This gave a good opportunity for the children to enjoy a part of their school day with some of the mothers. The trips proved very instructive. They also provided

many chances for discussions before and after, for group planning and for lots of fun by all especially when the guide let the children feed the baby calves. When one is having fun it is impossible not to have a good feeling for everyone.

One of the activities enjoyed most by the group was, "Talent Show". The teacher was surprised to find how many wanted to sing, to play the violin, the piano, the saxophone and to do imitations. Several quartets were formed. One child acted as master of ceremonies. The favorite imitations were "Red Skelton" done by Bard and "Vaughn Monroe" done by Johnny. There was always much applause from the audience and the children seemed to glow from the acclaim given by their classmates.

At various times during the year hobby shows were held which encouraged the children to have some worthwhile activities to carry on outside of school. Each time there was more interest and more hobbies were displayed.

All of these activities were entered into with enthusiasm and the human relations seemed to be improved because of them.

PART V

SUMMARY AND CONCLUSIONS

SUMMARY

This paper has tried to show some of the ways that may help to produce a classroom situation conducive to the best development of the children. This would seem to come only through an environment which was relaxed, free from disciplinary tension and above all one that was friendly. In order to achieve this the teacher must want to know why the child misbehaves or acts as he does rather than how to punish. This atmosphere of fair play and mutual respect once established makes possible an approach to tolerance, honesty, courtesy and other attributes.

The teacher must make a real effort to understand and appreciate the children and the parents, and to accept them as they are.

There is great value in having every child participate no matter what his level of ability or his field of interest. In planning the teacher must consider the effect of the curriculum upon character and personality as much as the importance of the subject matter.

Today the good teacher minimizes his authority. He is interested in and accepts his pupils as individuals. He is interested in giving them greater opportunities for expression. He helps them to gain insight about themselves.

Norman Fenton quotes from the Third White House Con-

ference on Child Health and Protection in 1929 the fol-
¹
 lowing definition of good mental health:

"The adjustment of individuals to themselves and the world at large with a maximum of effectiveness, satisfaction, cheerfulness and socially accepted behavior, and the ability of facing and accepting the realities of life."

CONCLUSIONS

In a small way this was what the writer attempted to accomplish with the group in Room 11. It isn't possible to measure the success or failure of the year's work yet, but some of the evaluations of their work given by the children at the end of the year were interesting.

Frances, an isolate, said, "I've learned to like my whole self."

Bard said, "I think I'm less gripy now."

Barbara, "I'm not so shy now. I don't mind getting up in front of the class."

Bobby Lee, "I'm a better sport."

Hubert, "I'm trying to act not so tough."

Phyllis, "I'm trying to stop thinking I'm so pretty."

Faye, "I've learned to share with others."

Gloria, an isolate, said, "I'm learning to cooperate. People are beginning to like me more."

After working on this paper and putting down the experience the writer agreed that good human relations

¹

Norman Fenton, Mental Hygiene in School Practice. California: Stanford University Press, 1943. p.3. from the Third White House Conference on Child Health and Protection in 1929.

are learned reactions.

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