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## A Study of Personal Relationships Within a Seventh Grade Class

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**A STUDY OF PERSONAL RELATIONSHIPS**  
<sup>11</sup>  
**WITHIN A SEVENTH GRADE CLASS**

**By**

**Mary Carter**

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SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS  
OF  
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1943

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## CHAPTER I

### BACKGROUND OF THE STUDY

"We learn what we live, and inmesh that learning inextricably into character"<sup>1</sup>, wrote Kilpatrick. Believing this many teachers are more and more concerning themselves with children growing as persons rather than merely acquiring a body of facts and skills.

Prescott, conscious of this necessity for facing the problem of growth of the person, expresses the process desired as follows:

"Best contemporary thought seems to be forsaking the idea that "problem" behavior is usually the expression of bad heredity and mental deficiency. Instead, it accounts for maladjustment in terms of excessive deprivation, frustration or insecurity which denies the child opportunity to fulfill the basic needs of his developing personality. It does not tend to classify behavior disorders into generic types but seeks to understand in each case the disharmony or imbalance between the dynamics of the individual and the limiting conditions of his environment. It believes in the possibility of genuine re-education, to be accomplished by reconditioning, by adjusting the environment, by enriching and expanding the child's experience, by aiding the individual in the realization of worthy behavior goals, and by stimulating him to evolve new value concepts."<sup>2</sup>

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<sup>1</sup>Kilpatrick, William Heard. The Education To Be Sought. (Progressive Education, The Progressive Education Association, 221 West 57th Street, New York, N. Y., Vol. XVII. No. 1, 1940), p. 16.

<sup>2</sup>Prescott, Daniel A. Emotion and the Educative Process. (American Council on Education, Washington, D. C., 1938), p. 138.

Faced with such expressions the more thoughtful teacher realized that the individual person had little place in the typical mass instruction; it was all regimentation, this mass education of children, and directed towards the end of acquiring facts and data that were supposed to prepare them for life. Kilpatrick contrasts this school with a more desirable point of view:

"The old school depended largely on coercion, fixing its attention predominately, if not exclusively, upon the drill work or the memorizing it forced upon the child. For that older school it was the child's outer behavior that counted; the internal reactions, what went on inside the child, were largely ignored.

"But we now know that the child learns all his reactions as he accepts them. Which means that he learns little from his outward conformity and obedience and much from his inner attitudes and reactions. Indeed from the latter all sorts of unfavorable learnings are possible; irritation at the uninteresting work forced on him, irritation against the teacher who does the coercing, against the school where such things occur, against books in general." <sup>3</sup>

Early attempts to take care of individual differences were directed towards handling the problem by roughly classifying children into groups according to the big needs of that particular mass of pupils. Ungraded rooms and opportunity classes flourished, diplomas without credit towards college entrance were adopted, there were classes for the undernourished and for

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<sup>3</sup>Kilpatrick, William Heard. The Education To Be Sought. (Progressive Education, The Progressive Education Association, 221 West 57th Street, New York, N. Y., Vol. XVII. No. 1, 1940), p. 16.

the hard of hearing. Sight-saving classes and classes for the tubercularly inclined developed.

In spite of such attempts at grouping, many teachers continued to give undue consideration to "relatively isolated end-products, expressed in facts or small specific skills."<sup>4</sup> These first efforts to meet individual differences produced various groups of interpreters. There is the complacent teacher, the shirker, and the timid soul each of whom is averse to doing anything more than routine. Those mentioned in this passive group adopt any new form in education much the same as one would a new style of dress. Such teachers want others to think that he is alert, progressive, and very up-to-the-minute about what is going on in the educational field. Even the teacher who earnestly desires to improve teaching conditions, but lacks the necessary training or background, sometimes gets lost in the illusive concept of "following the interests of the child" and substitutes the child's whims for the child's more worthy purposes.

On the other hand there are the alert teachers who recognize the individual differences in children's processes, who see differences other than speed in mastery of subject matter and who devise ways and means of dealing with these differences. Such teachers are indeed forward-looking. They catch glimpses

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<sup>4</sup>Helseth, Inga Olla. Living in the Classroom. (Edwards Brothers, Ann Arbor, Michigan, 1941), p. 219.

of the dignity of the individual; they reach some conception of a child's right to be a person with a life of his own - his own joy, his own sorrows, his own decisions to make, and his own happiness to work out for himself. Such teachers look and plan further ahead. They are "the genuinely fine teachers who will be looking for the growth of the child in personality . . . . Thoughts, feelings and skills are to them but sides revealed of the all-inclusive selfhood. This self is emerging hour by hour, as the child integrates his concepts, desires and ways of thinking and acting around his ever-deepening life purposes."<sup>5</sup>

"The teacher must be a person who does not often need to become official and who understands the process going on within each child so clearly that he is alert to give only the exact help needed and that at the right point. To be able to be so alert is a distinct professional achievement."<sup>6</sup>

As the process of education was more deeply studied and conceptions such as that quoted became more common, teachers saw the necessity for working out methods whereby the teacher and the children could plan together. This planning needed to be so concrete that the pupils would be able to see clearly what they were trying to do and why. This caused "the thoughtful teacher to find herself commanding trivialities and routine matters into their proper places. She fixes her attention on the genuine experiences of the child. In these the child feels himself impelled

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<sup>5</sup>Ibid., p. 220.

<sup>6</sup>Helseth, Inga Olla. Perspective on Grouping Children in School. (Childhood Education, February 1944, 1201 Sixteenth St., Northwest, Washington, D. C.).

to act, to struggle, to choose rightly, to express clearly, and to be ever re-evaluating and plunging deeper into further experiences . . . . . It means for the learner a greater intensity of effort, a greater vigor of mental action, and so a more genuine scholarship . . . . . It necessitates insight into large relationships. It demands consistently applied initiative in constructive thinking . . . . . Hence each child learns many more facts and masters more books than has been customary . . . . . Each child will have those facts that impress him while he worked to arrive at a degree of understanding of big ideas in common with his fellows.<sup>7</sup>

If this kind of an educational program is to be realized, educators see that there is necessity for much study and thoughtful planning by those who guide children. This planning must be so thorough that in its execution each pupil can develop his own individual personality. Each person should be helped to attain an intelligent appraisal of life experiences in such a way that he can either conform to the plans of others, or project his own plans in accordance with what the necessity of the occasion demands. This is what one of the outstanding leaders in the educational field says should be the aim in educating youth:

"The general aim of such a training is to produce individuals who are neither spineless drifters ("blind conformists") nor bigoted conservatives (thoughtless

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<sup>7</sup>Helseth, Inga Olla. Living in the Classroom. (Edwards Brothers, Ann Arbor, Michigan, 1941), p. 221.

privileged) but who maintain their emotionalized loyalties in a matrix of intelligent evaluation of life and its experiences. Schools should produce persons who know when to adapt and when to purpose." <sup>8</sup>

The intelligent, far-seeing educators realized this change in point of view about teaching and devised ways and means for teachers to get together and work out processes of mutual helpfulness. Workshops sprang up all over the nation where educators shared experiences and studied child development. Clinics were held in an effort to get the data which would resolve differences. Attempts were made to discover what generalizations concerning the learning process are justified by the facts. The whole endeavor represents a step towards making available to teachers those generalizations from experimentation which are most significant for application in the schools. Notable among the studies now available are the reports of the different committees studying child development in co-operation with the <sup>9</sup> Commission on Teacher Education.

Educators are coming to see, through experimenting with study of all phases of the one individual in a living situation over a long period of time, that such case studies prove the

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<sup>8</sup>Prescott, Daniel A. Emotion and the Educative Process. (American Council on Education, Washington, D. C., 1938), p. 109.

<sup>9</sup>Aspects of Child Growth and Development.\*  
The Socialization of the Individual.\*  
Physiological Aspects of Child Growth and Development.\*  
Child Development and the Psychology of Learning.\*

\* (Division of Child Development and Teacher Personnel, University of Chicago, Chicago, Ill., 1941).

most helpful for guidance when the teacher is taking care of individual differences in learning situations. Data about many individuals massed statistically do not give the help needed.

"Children at a given time will differ from each other in any given ability. It is also true that different abilities are unevenly developed within the same child. Furthermore the unlike rates of development of separate abilities result in different patterns of ability at different ages in the same individual." <sup>10</sup>

Therefore evidence about any problem concerning growth is lost in the mathematical combining of the data.

Through a case study of an individual, the investigator comes to see how the person under observation is affected by those with whom he comes into contact. This makes the observer try to explain the relationships to his associates of the person under study. The person making the case history attempts to show how the habits, customs and ideals of the person observed are modified through his associations with those around him. MacIver says of this relationship:

"Whenever we seek to explain anything we relate it to other things; we assign it to some order of things, we place it in some rank or station or category, we compare it with other things, considering wherein it resembles them and wherein it differs from them. We investigate how it has come to be what it is, relating its present state to its past functions, examining their relation to one another, their interdependence within the unity of the whole.

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<sup>10</sup>A Report by the Committee on Learning, Child Development and the Psychology of Learning, (University of Chicago), April 1941.



All our investigating is a search for relationships and all our science is the knowledge of systems of relations." <sup>11</sup>

A case study is a search for relationships.

A case study can also throw light upon the nature of personality in general, but in particular upon the relation of an individual to the group. As that individual comes to feel himself a worthwhile member of the group life, he begins to take on importance and self-respect. He feels that others consider him a member capable of doing his part in the social living, hence he becomes adaptive. He begins to see that he exists in potentiality. Kilpatrick says:

"Education thus becomes the process whereby the individual shares more intelligently in the active direction of life about him and accordingly grows in appreciation of existing patterns and in the practice of judging them. Continual interactive adaptation is thus consciously to be sought." <sup>12</sup>

Group living is a process within which the individual grows. He grows in his ability to adjust to others. He develops a concept of social causes through analyzing his experience of living in the social environment. He is able to see types of maladjustments in others, and often through helping them correct what caused their previous failures, he is able to recognize and modify his own ways. The dominating person

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<sup>11</sup>MacIver, R. M. Social Causation. (Ginn, New York, 1942), p. 97.

<sup>12</sup>Kilpatrick, William Heard. A Reconstructed Theory of the Educative Process. (Bureau of Publication, Teachers College, Columbia University, New York, N. Y.), p. 8.

learns submissiveness; the exacting becomes less intolerant of the careless as they struggle to help them overcome these traits, while the careless take on many of the more desirable qualities of the exacting ones. Indeed, "learners themselves become constantly active reorganizers towards ends that they openly defend among their fellows."<sup>13</sup> Each child thus learns "the principle that development of experience comes about through interaction, that education is essentially a social process. This quality is realized in the degree in which individuals form a community group."<sup>14</sup>

In this community living, an opportunity is given for all members in the group to develop in broader and richer ways of living. The pupils are given more opportunity to come in contact with the deeper, wider experiences of the guide. They also profit from the many experiences of each other. The director, too, is continually being stimulated, challenged, and forced to exert his utmost in order to meet the myriad demands of those entrusted to his guidance. Dewey says of this type of work:

"In what are called the new schools, the primary source of social control resides in the very nature of the work done as a social enterprise in which all individuals have an opportunity to contribute and to which all feel a responsibility. Most children are naturally "sociable". Isolation is even

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<sup>13</sup>Helseth, Inga Olla. Perspective on Grouping Children in School. (Childhood Education, February, 1944, 1201 Sixteenth St., Northwest, Washington, D. C.).

<sup>14</sup>Dewey, John. Experience and Education. (Macmillan, New York, 1938.), p. 65.

more irksome to them than to adults. A genuine community life has its ground in this natural sociability. But community life does not organize itself in an enduring way purely spontaneously. It requires thought and planning ahead. The educator is responsible for a knowledge of individuals and for a knowledge of subject matter that will enable activities to be selected which lend themselves to social organization, an organization in which all individuals have an opportunity to contribute something and in which the activities in which all participate are the chief carriers of control." <sup>15</sup>

In considering the relationships between the process of actual experience and education we see that gaining knowledge doesn't stop with the acquisition of mere facts; it continues until the learner gets the meanings. The child learns what he lives. The seeker after information sees the necessity of understanding the subject matter he acquires in this type of social setting. Here both consciously and unconsciously is created a social setting for the use of such information. Each member of the group is continually meeting with socially conditioning factors. Each sees the need for factual information to solve his problems. Each learns to value scholarship and creates an atmosphere conducive to genuine investigation until mastery and satisfaction is found. Each begins to reach out towards the fulfillment of Dewey's idea of education when he says:

"What we want and need is education pure and simple, and we shall make surer and faster progress when we devote ourselves to finding out just

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<sup>15</sup>Ibid., p. 61.

what education is and what conditions have to be satisfied in order that education may be a reality and not a name or slogan." 16

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<sup>16</sup>Ibid., p. 116.

## CHAPTER II

### SETTING OF THE STUDY

The elementary classroom in which the case studies of this investigation were made was one in a consolidated county high school. The school was situated near a large cultural center in Tidewater Virginia. There were four elementary classrooms; the one concerned in this study served for the seventh grade pupils. These pupils were all the seventh graders of the community and were considered an average group. They worked with the typical Virginia equipment in buildings, library facilities and materials.

The teacher had taught in the school a number of years and had a college degree. She was very much interested in studying the development of children.

#### Area of Problem

The decision to undertake this study came from a realization that in the group to be taught the next year were children with a great variety of personal needs. Much guidance of individuals would obviously be necessary. It was clear also that there would be need for a class program that would meet their many interests.

### Statement of Problem

The problem of this study is to show the ways in which the relationships of a group of children in the classroom helped the individuals in their growth. How were they aided in facing their difficulties? How were they helped by seeing themselves as contributors to their group? How did the individuals solve new problems growing out of their work in the group? How, in turn, was the group itself modified as the individuals interacted?

### Plan

The chief source upon which this study is based is a cumulative record in the form of day by day statements of the experiences of twenty-five children who entered the seventh grade in the fall of 1941 and continued until the end of the session. As the data accumulated and were somewhat analyzed, six children were selected for more comprehensive study since they represented the range of problems that were arising. After selection, more time was given daily to making records for these six case studies though study of the total group was continued.

After the close of the school year, the records were analyzed to find the material bearing on each case selected.

In addition to the records referred to above and the teacher's plans, analyses, and evaluations, records made by the children themselves were used. The group set up its own criteria and six times during the year the members evaluated themselves both individually and through group co-operation. They particularly checked on their progress in modifying relationships to improve their group living.

### CHAPTER III

#### ANALYSES OF CASE STUDIES

The six children, four boys and two girls, whose records revealed the problems encountered by members of the class during the nine months will in this study be called Susie, Mearns, Lu, Hans, Dan and Rand. Their ages ran from eleven to sixteen years. Their case histories are given in the appendix.

Throughout the year the teacher was a member of the group and is so considered whenever the term group is used in this study. She maintained her non-official status as far as possible, but used her ingenuity, her understanding of the processes within the children, and whatever forces of questioning and challenging that she possessed.

In preparing this analysis the investigator used as points for organization the conclusions which had become outstanding to her in re-reading the records. To establish these conclusions she drew freely on her interpretation of experiences described in the various case studies, looking first at the records of one child and then another for drawing comparisons.

In the analyses page references are given to the six case studies in the appendix in which are found the descriptions of the processes which justified the conclusions.

An analysis of the data of these studies indicates that the individual children studied all grew through group participation

though the outcomes differed and the experiences varied. The analyses follow under four headings: A, B, C and D.

**A. GROUP RELATIONSHIPS HELPED THE INDIVIDUALS TO FACE THEIR PERSONAL DIFFICULTIES SQUARELY.**

Children desire the approval of their classmates. Hans and Mearns, for example, desired recognition and leadership. Mearns, because of his size, was able to achieve this on the playground at the expense of Hans. (A. p. 33). Hans' nimble wits (A. p. 46) gave him the advantage in the classroom where Mearns had not felt himself successful. (A. p. 21). Failure of each to achieve a reasonable success in both fields led to constant bickerings. (A. p. 28). When Hans was given a chance to feel himself a respected participator in playground activities by helping make plans for the group's activities and conduct on the playground, he began to change his behavior towards the group. This was seen in his no longer running to the teacher with tales about mistreatment from the group. (A. pp. 58-59). His changed manner eventually led to group approval of his ability to "take it". (A. p. 59). On the other hand, the disapproval by the group of Mearns when he bullied Hans caused Mearns to see the necessity of changing his mode of conduct before he could attain the desired group approval. (A. p. 34). The group's concern about each developing better social relationships led both Hans and Mearns to exert some effort towards solving their problem



of adjusting to each other, both on the playground and in the classroom. Susie's expression to Mearns of her own criticism and that of other members made him willing to change his ways even to the point of desiring and striving to win approval from Hans. (A. p. 34).

Again the inability of Hans and Mearns to work successfully with each other brought disapproval and the group suggested ways of modifying their actions. Hans' keenness in learning and consequent inability to see the other fellow's difficulties was a source of group irritation until they were able to recognize what they at first took to be "showing off" as his handicap in adjustment. Then they helped him to see how he appeared to others and to change his manner. (A. p. 55). It was only then that the group was willing to follow his leadership. He began to see them as struggling much harder for the very thing that he was achieving easily. His appreciation of their problems made them willing to accept help from him because they knew that he had grasped the value of co-operative teamwork. He no longer attempted to impose his opinions upon them (A. p. 57), and he began to see the possibilities of doing things with them.

The failure of Mearns to take constructive criticism without losing his temper prevented him for a while from winning the group support. (A. p. 29). When he made a sincere effort to control his temper and profit from their suggestions, they were willing to forgive his mistakes and give him their confidence. (A. p.35).

His habit of holding grudges and getting revenge (A. p. 29) was another handicap with which the group continued concerned until he showed his ability to master this.

With Susie, it was not as much a problem of helping her discover her difficulties as it was one of directing her energies along constructive channels. Her sensitiveness about being a cripple and having to use a brace and crutch was squarely faced and matter-of-factly accepted by the teacher. (A. p. 1).

Like Hans and Mearns, Susie had a problem at home. Her mother had fostered her aggressiveness. (A. p. 2). Her inability to make her true intentions understood created a major problem for her and caused the pupils to call her bossy and some teachers to speak of her as self-willed. (A. p. 1). Her teacher's understanding of the real spirit in which the child was acting allowed her to receive Susie's help with appreciation. (A. p. 5). This led the children also to accept her help. (A. p. 6).

Unlike Susie, Hans and Mearns needed recognition at home. Hans' mother was an outstanding leader in her community and wanted Hans to become one. (A. p. 60). She several times remarked to the teacher that "Hans has never learned to influence people and I am afraid he never will." His previous school failures had made his parents feel that Mearns was much slower than their other children, (A. p. 16), and probably less able to succeed. Both boys were aware of these family attitudes. Through being accepted as leaders in the school group, they found ways of facing the home situations. (A. p. 31) (A. p. 60).

Another member of the class, Lu, lived in a world of fear. Yet the status of the home and the opportunities for the child there seemed good. Could her school life help her to recognize this fear as a handicap? Could it help her to overcome the difficulty?

The teacher had to win her confidence so that she could gradually lead Lu to bring the problem out into the open. A keen desire for recognition at school paved the way for the teacher to suggest modifications in her ways of working which helped this youngster overcome her unwarranted fears - fear of her ability to achieve, fear of her social status with her classmates, fear of the teacher's disapproval, and fear of attaining a secure place in the group life. (A. p. 39).

Dan's problem was to see the necessity for being a contributing member in this class life and to realize that each individual has an obligation to the others. He first began to realize this necessity of taking part in group living when he saw that his refusal to do so worked a hardship on the rest of the members. (A. p. 63). He began to realize that it was not possible for one person to live and work by himself in such an environment where all of the others joined forces to develop a higher community spirit. (A. p. 64). He saw that his refusal to do his part made others re-adjust their plans so that they could carry their own and his share too. (A. p. 64). He soon learned that certain kinds of attention were not always unpleasant, in fact, the attention of mates could prove quite satisfying even

to a very retiring fellow. (A. p. 64).

Rand, also, in trying to participate, soon discovered his difficulties. He came to realize that the class expected him to improve himself, both in scholarship (A. p. 69) and in grooming and personal appearance. (A. p. 67). His sloppy, untidy work was remarked upon by many members of the unit and suggestions were offered for improvement. (A. pp. 69-70).

Because Rand was willing to be helped by his group (A.p.66) he more quickly came to see his difficulties than some other members. He allowed himself to be analyzed by them (A. p. 66) and then let them help him begin to remedy faults. (A. pp. 66,70). On the other hand, he was slow about admitting one pet bad habit. His associates had to bring rather heavy pressure to bear on him before he consented to do anything about this continuous borrowing without repayment. (A. p. 74). At length the open disapproval of the class awakened in him some desire partly to correct this fault. (A. p. 74).

Thus in varied fashions, the group in which they lived at school challenged these children to face squarely their own most pressing problems.

#### B. INDIVIDUALS GREW THROUGH COMING TO SEE THEMSELVES AS CONTRIBUTORS AND PARTICIPANTS IN THE GROUP LIFE.

Every individual wishes to make his work important enough for others to recognize it and show appreciation of his efforts. When the group showed an appreciation of Mearns' interest and

success in the painting, it stimulated him to wish to achieve in a heretofore unsuccessful field. (A. p. 22). He was encouraged to carry over into the classroom situation the same ideas of helpful contributing. Illustrations of this were evident when he brought maps, magazines and books that proved helpful in the work. (A. p. 24). This brought him his first realization of the value derived from being a useful member in community life. Here he not only saw others using his materials, but following his example and lending their belongings also. (A. p. 25). Sharing physical things led to sharing information as was seen when he began to inform himself on place geography. This, in time, helped him to become the unquestioned authority (A. p. 26) in this field. This taste of success encouraged him to branch out into other fields. He developed ability to do superior work in geometric designs, and to use instruments for drawing them. (A. pp. 31-32). The fact that he shared both the instruments and any superior knowledge of them with the class made him feel that he was a useful member. (A. p. 32). Even Hans came to accept him as an authority and look to him for instruction. (A. p. 33). Several small successes spurred him on to greater achievements until he was able to attain his greatest ambition in group leadership the last week of school. (A. p. 35). His reward for a hard year's struggle came with the realization that he had successfully passed his test in self-control when the class voluntarily turned to him after Susie had failed to restrain them. (A. p. 35).

Hans had always tried to be a contributor to the group,

(A. pp. 46-47), but he needed to learn how to make his offerings acceptable to it. (A. p. 47). Because the teacher had a sympathetic understanding of his problems she led him through conferences, to see that his competitive spirit antagonized others (A. p. 54), thus making them refuse to accept his suggestions. These refusals naturally tended to aggravate matters. When the teacher was able to set up a situation where the class saw this precocious child associating himself with them, their attitude changed because they saw him accepting, not challenging, their contributions and they willingly made him one of them. (A.p.49). His superior ability was again acknowledged when the students later asked him to render a similar service. (A. p. 49). They gradually learned to look to him to do the hardest work or help them over a particularly knotty problem. (A. p. 59). His willingness to help others not only strengthened his own but the group's confidence in him. He came to see that those he helped were the primary instruments in helping him reach his goals. (A. p. 60). It was the class who time and again made him their representative to the public. (A. p. 60). In each instance his parents saw him participate and realized that his associates had had enough confidence in his ability to select him for important parts. Through this informal give and take both his aptitudes and weaknesses became apparent to Hans and opportunities resulted where he could express himself in satisfactory ways acceptable to others.

Susie also desired to be a contributor, but with her it was a matter of getting her true intentions across to the group. (A. p. 3).

The room improvement plan was one where she had had previous practical experience. (A. p. 5). Also, this project was not too directly connected with any individual, so that each one did not feel a too personal element in it. Here Susie could utilize all of her zest for planning and receive admiration in place of antagonism. Her gratification at seeing her ideas accepted helped make her more willing to receive suggestions from others. (A. p. 5). Because the class used her thoughts, she gladly gave her time and effort to do many things that proved profitable to them. An example of this was her spending of several Saturdays in town acquiring information that would help the members carry out their various projects. (A. pp. 7, 8). The plan for the improvement of the room paved the way for other activities, and soon it became natural for everyone to turn to her for help as was seen in the assembly and the May Day programs. (A. p. 12).

Perhaps, because Susie desired this sharing of work and responsibility more than most of the others, it made her willing to do things that would further the growth of the class. Her realization of the values derived was voiced in the evaluation of herself when she said, "I have 'loved' my work and my group this year because it is the first time in my school life that I have been able to take part in every single thing done during the year." (A. p. 14). She "loved" it because she felt herself a necessary, integrating individual whose interaction and interdependency to the group was felt both by herself and the group.

Susie's hardship in using a brace and crutch was eased when the teacher refused to let this be an influencing factor in her school work. (A. p. 1). Because the child sensed this she was soon able to overcome any feeling of needing pity or special concessions and it helped her to see that she had probably been developing an undue sensitiveness about it that others had not felt. (A. p. 2). The acceptance of her normality led Susie to minimize her own adverse opinions and she was later able to discuss it with the teacher. (A. p. 1). It led her in time to see herself as being like any other person in every respect except she had to use a crutch to get there as quickly as they. (A. p. 2). She even got to where she lent her crutch to her classmates for plays and when they were careless with it she said, "Look here! That is my third leg that helps me to get there as quickly as you, so you'd better be careful with it."

The informal atmosphere brought about during the painting also broke down Lu's shyness and gave her her first opportunity to contribute to the group so that they were able to see and appreciate her efforts. Her eagerness to work at anything, provided she was allowed to work as one of the members, convinced her classmates that she was both willing and anxious to be one of them.

Susie and the others were no longer afraid of her because they saw her scrubbing off paint, laughing at someone's mishap, and even her own.

Lu's talent in music was discovered by the teacher when her picture came out in the paper listing her as a member of



the cherubim choir in a prominent church in the city. Her love of music led Susie to practice songs with Lu and persuade Lu to sing for the club. (A. p. 43). Because the group recognized her ability and superior training, they selected her for all of the most important musical parts, such as that in the radio broadcast and in the May Day program. (A. p. 44).

Her progress in school work was a source of much satisfaction and when the other children put this youngster in the better group of spellers everyone enjoyed seeing her swell with pride. (A. p. 44). The modest evaluation of her work in social studies says, "They tell me I can do well now." This assurance from the class helped make her say, "I forgot to think about people because I knew what I wanted to do so well." (A. p. 40). When the teacher was able to help her recognize fear and she saw no necessity to worry about study, she was able to release her energies for more intensive study. (A. p. 39).

As Lu began to see desired results in both her work and social contacts, she was encouraged to push still further ahead in this new field of self-expression. (A. p. 44). She began to see that other's opinions of her became much the same as her opinion of herself and she realized that her fear had brought on many unfavorable thoughts or comments. (A. p. 42).

Like the others, the interest displayed by Dan in the painting was strong enough to make him forget his diffidence and enter wholeheartedly into making it a success. (A. p. 62). Through seeing his companions directly faced with their difficulties and

learning to take constructive criticism, Dan came to gradually accept a limited amount himself. (A. p. 65). He also became less reluctant to admit his inability to solve a problem. (A.p.66). As a result of working with small groups, he learned to ask for and take needed aid. (A. p. 63). With this realization of the necessity to take help, came the awareness of the necessity to give help even though he didn't like to do things before people. (A. p. 63). Here we see an individual overcoming difficulties because he saw that a better group living depended upon his ability to rise above his previous failures.

Generally speaking, it is true that Rand received more from the group than he gave to it, but he did do some things that helped him to realize that he had been of some value to this social living. His assistance in estimating the paint needed and his canvassing the neighborhood to earn money for buying it, helped him to associate himself as a contributor. His taking a picture of the window that he designed and painted, and his work in social studies made him feel his affiliation with the others. (A. p. 70). This was more strongly impressed on him during the latter part of the year when different members evaluated his growth and showed him that he had been of some value to the class thinking. (A. pp. 70-71).

The group made him realize that when he accepted an obligation, he was expected to fulfill it. Failure to do so resulted in class disapproval and even caused the class to feel a serious lack of faith in him. (A. p. 74).

When individuals are given an opportunity to take an active part in group living, and hence, are able to see that their contributions are not only acceptable but vitally necessary to the group life, they begin to see a purpose and reason for doing things that had previously been meaningless to them.

C. UNDER THE GROUP'S GUIDANCE THE INDIVIDUALS LEARNED TECHNIQUES FOR COPING WITH PROBLEMS ARISING IN THEIR DEVELOPMENT.

As the work progressed and group relationships were beginning to take on greater importance for the individuals, new problems arose, new conditions developed, and unsuspected individual talents appeared. This was seen with Mearns.

His habit of carrying a grudge and his inability to forego revenge for a real or imagined injury hurt him with the class as was evident from their criticisms of him. (A. pp. 29-30). Through individual conferences with the teacher, by Hans' feeling of being affiliated with the playground group (A. p. 59), and through the direct intervention of Susie and others (A. p. 33), Mearns came to see himself in the wrong. This was revealed in his conversation with the teacher when he admitted that he was changing his opinion of Hans. (A. p. 33). Then he began to step up in the estimation of the group. This was verified when they threw their support back of him in his dealing with Charles (A. p. 31), and again when Susie failed to control them and Mearns came forward. (A. p. 35). After he learned to admire Hans for tolerating

him in his unwarranted conduct (A. p. 34), he found that this admiration led to the formation of a new, helpful friendship that proved more valuable to him than any previously carried grudge. (A. p. 36).

His sulking and criticizing when things didn't go his way also made the group refuse to let him lead them because they saw that it would impede progress if they desired to do something that he didn't want. An example of this was his refusal to work on the windows. (A. p. 22). Here, even his best friend wasn't willing to stand with him against the group. (A. p. 23). This experience helped him to see that he was losing both the desired leadership and the fun of doing things with the others as was acknowledged in his grudgingly participating in the last part of their work in construction. (A. p.23).

Because it was possible to directly face him with a difficulty, it was also possible for him to see and start working to overcome a handicap sooner than some of the others. The teacher's frequent plain speaking about his supposed failures (A. pp. 16,21,22) are illustrations. It was not only easier for him to break a habit because of his way of making a direct approach to any problem, but also because the varied group activities permitted him a wider range of choice than he had previously had.

With Hans the biggest problem that developed was his inability to disagree without being unpleasant about it. (A. pp.54,55). The teacher was able tactfully to bring him to see how and why

this was hurting him by pointing out its effects on others. (A. p. 56). He was helped to see how Stowe and more diplomatic people were able to get better results with less friction. (A.p.56). His appreciation of this better method led him to attempt to modify his own conduct (A. p. 57), and also made the group aware that he was trying to change. (A. p. 58). This gave them a more sympathetic understanding of his problem as was seen in their willingness to help him do something about changing his manner. (A. p. 58). His method of solving this problem brought him a greater appreciation of social contacts with members of his own group and made them more willing to help him achieve his goal. (A. p. 59).

Hans was not only helped to solve a problem, but he was helped attain a companionship with his father through their mutual interest in his study of astronomy. (A. p. 50). His sharing thoughts with his father built up like appreciations that led them to participate in a number of experiences. The study of the stars took them into another world when a trip to the dairy barn at four o'clock on a winter's morning was not a dreaded chore, but as Hans said, "A thing that I have 'loved' because the sky is more beautiful then than at any other part of the night." (A. p. 51). Another time it led his father and him to attend a lecture on astronomy that gave both of them enjoyment. (A. p. 50).

In Susie's case it became necessary to help her adjust herself to a wholesome boy-girl relationship. Her admiration

for Stowe, her aggressiveness, her dramatic qualities, and her forceful personality led her into an emotional situation which threatened both her normal relationship with him and her group adjustment (A. p. 3). It became necessary for the teacher to step in and help her overcome this by having a sympathetic, understanding discussion of her problem with her, and helping her to become interested in other people and other things. (A.p.4). Several new pupils entering the group at this time furnished an opportunity for the teacher to appeal to Susie to help them become adapted to the class way of living. (A. p. 4). This appeal from the teacher for Susie to share work and responsibility with the teacher was the first needed stimulus. When Susie got to working with the new members the novelty of being a guide so appealed to her that she was able to forget herself in this new situation until Stowe and the group had gotten over her previous behavior. (A. p. 4). After the first thrill of this new experience had worn off with Susie, she found it easy to go back to the old footing of mutual working and sharing which restored her emotional balance. (A. p. 4).

Susie had an opportunity to discover and develop an unsuspected social talent at the room-warming which helped her later to meet and deal with strange adults in a satisfactory manner, as was exhibited in the report of her trip to the local radio station. (A. p. 13).

Her love and talent for music was not evident at first in the situation involving Lu. It was only by a chance remark to

the teacher (A. p. 43) and her picture in the Sunday paper that the class became aware of it and encouraged her to share this gift with them. (A. p. 43). This opened up to her a new conception of school and of the teacher's possible relationship to the individual pupil's private life. Lu was happy to share with the teacher materials and ideas, and even her secret ambitions (A. p. 44) which reached its fruition in her writing of a book. (A. pp. 44-45). Susie and the entertainment committee were able to get her to share her talent with the group. (A. p. 43). This afforded them entertainment and helped Lu overcome her timidity and fear by feeling that she had done them a service which they enjoyed and appreciated. (A. p. 43). The sharing with the class of something that she loved helped them increase their appreciation for music and afforded her a wider field for trying out a coveted ambition. (A. p. 43).

Dan's habit of evasion when he was too directly faced with a difficulty did not make its appearance until later in the year. Then it was discovered by chance (A. p. 62) when his mother revealed it to the teacher at the room-warming. Instances of it occurred from time to time, as when he was asked to take a character part in the play written especially for him and his evasion of it by doing another task. (A. p. 62). Again he side-stepped the issue in the May Day program by saying that the teacher in charge did not think his conduct warranted his doing the part. (A. p. 63). As the members of the group became more aware of this weakness, they began to work with him. They

succeeded in their effort to overcome his evasion with regard to reports to the group, (A. p. 63) and also to the S.C.A. (A. p. 63). Partial success was achieved at the party (A.p.64) where the members helped him realize that not only in classwork, but in social relationships the group expected his co-operation and participation in their activities. (A. p. 64). His reluctant compliance with Charles' request and his thanking of Lu for refreshments showed that he realized the necessity of modifying his conduct. (A. p. 64).

Rand's problems persisted so that he had to be continuously helped by the group. These problems arose even during the period of his first coming face to face with his situation. Throughout, the class helped him to solve them.

As this type of work took on meaning and progressed, techniques of genuine investigation began to develop and become apparent. Sustained effort until mastery and satisfaction were achieved in some field became more pronounced. With Mearns, it was apparent as he met his problem on how to study more efficiently. He was not content just to familiarize himself with places on the map dealing with current news, but he went to various sources of information and acquainted himself with the historical setting. (A. p. 26). Again he displayed this scholarly attitude when he made himself proficient in the field of geometric designs and showed his ability to use the tools with which to draw these. He desired a high degree of achievement as was seen in his studying each night with his father. (A. pp. 31-32).



Hans already had the desire to investigate. In his case it was guiding him into doing a deeper type of study so that he might better be able to broaden and deepen his comprehension. Many instances of this appeared during the year. His research study in the field of astronomy (A. pp. 49,50), and his work in the radio announcing area (A. p. 60) are examples.

Time and again Susie exhibited the desire to be expert in whatever she went after. Her various trips to the city to acquire more information about the windows (A. p. 7), the drapes (A. p. 7), and the Christmas ornaments (A. p. 8) show this. Perhaps no better example can be seen than in the careful study made of Japanese life and customs preparatory to writing a play. (A. p. 12).

Lu started the year under heavy handicaps, both from lack of solid scholastic achievement and from socially conditioning factors. Being alert and desirous of succeeding, she quickly came to sense the advantages offered her in this group living, and immediately began to work out better ways of studying. (A. p. 43). This proved so helpful that it left her time to do work in other subjects. Thus she was able to do some very fine work in her chosen field of music. (A. p. 44). At the end of the school year it was generally conceded by both the pupils and the teacher that Lu had made more progress through sustained effort than any member of the group. (A. pp. 44-45).

No better instance can be seen of the futility of trying to force scholarship on a child than in the case of Dan. He

convinced the teacher of this futility in her struggle with him over the mathematics of area and volume. (A. p. 61). He, particularly, was the type of person who has to see a strong necessity for achieving an end before he, in his heart, accepts it as a purpose to live by. (A. pp. 63,64,66).

Rand, through the efforts of the class early in the year, became conscious of his need to develop a higher scholastic standard than he had previously had. Rand, with the help of the class, set about developing more effective study habits. They helped him to achieve higher goals in spelling (A. p. 66), to put forth more effort in group participation (A. pp. 69-70), and through the various individual's criticisms and recognition of his progress (A. pp. 70-71) they spurred him on to exert greater effort. By the end of the year he was able to say of himself, "That wasn't such a bad report from as dumb a cluck as I used to be."

Thus, these case studies show how individuals were helped to cope with new factors growing out of their work. Old habits that had previously hindered in their work were modified. Relationships to the opposite sex were guided into normal wholesomeness, and opportunities were given for developing satisfying relationships with adults. Scholarship developed and new conceptions of genuine investigation became apparent to the students in their attempts to become expert in any certain field.

#### D. THE GROUP ITSELF WAS MODIFIED AS THE INDIVIDUALS INTERACTED.

In order to unify the group, an effort was made to enlist the co-operation of the members in some project of interest and benefit to the whole. First, a study in nutrition was started with two rats. This seemed worthwhile to some, while in the case of others it only succeeded in arousing minor activities in regard to the care of the rats.

The group had a drab room which the teacher made no effort to change. Each time a child commented on its appearance the teacher said she wished there was something that they could do about it. After several such repetitions one child said he could not stand it for a whole nine months and asked what could be done to improve things. This started the class to thinking and the teacher encouraged all suggestions from them. Thus, by degrees, through the teacher's manipulation of conversations, a plan was evolved for painting the room and generally improving its appearance. This was the first opportunity the class had had to work and plan together to accomplish something of mutual interest to all. They began to realize the necessity for teamwork in bringing this undertaking to a successful completion.

Previously the class as a group had gone on with little thought for the group's welfare, its members being mostly concerned about their own individual problems. This class interest in a specific project brought about a necessity for their thinking

and acting together for the general welfare. When Mearns saw that by going back to less interesting work he would be promoting the more effective completion of that work, he willingly turned back to Hans the more pleasant job. For the first time Mearns as a member began to realize that the completion of a big undertaking by all of the participators often demands the relinquishing of small personal desires in order that the group may become efficient as a unit.

The completion, by the group of a project which resulted in mutual benefit, laid the foundation for a spirit of community living. The class saw, while doing this work, that teamwork by the individuals brought better results. An instance of this was evident when the members worked together to raise the money to buy the materials with which to improve the room. The class was willing to adopt any suggestion which it believed would better achieve the desired end, even though this meant accepting the plans of a previously spurned member. (A. p. 5). In this room project the group got its first insight into the talents of its individuals. As a result, a realization of the possibilities accruing through utilizing those talents came to this newly formed organization.

The class was also modified as the individuals, through sharing activities, became more aware of the profits derived by its individual members from an established group security. Through recognizing and accepting the talents of each of its members, the unit furthered its own activities and lessened each

person's fear of the others. This brought about a greater comradeship and interaction of all of the pupils so that many problems in communal living were either solved or modified because there was a security in group approval.

The co-operative, informal environment brought about during the improvement of the room broke down the previous misconception of group relationships; namely, that teacher-pupil relationship was necessarily an official, formal one and that pupil-pupil relationship was a highly competitive relationship in the open with many underground currents. This project for the common good revealed a new side of each member and gave opportunities for pairs and larger segments to work informally together, and thus brought about a different conception of the class itself. It also let down the bars of official dignity with the teacher. No one felt fear of loss of prestige. The way to a continued informal living in the classroom was apparent. This informality in the unit itself eased the tensions of its members and brought about an environment where each person felt that he could plan with and for the others. This kind of living allowed each one to profit alike in this society. Indeed, it was only possible to accomplish the many desired changes in the group life by changes in the individuals. By interaction, they promoted the best welfare of the pupils as a group.

The group characteristics were modified through the continuous struggles with the problems of each of the associates

in the room. There was a conscious effort made by every person to develop a more desirable community life. The class realized that through the efforts of its individuals, standards of the class were raised or lowered. This was evident in the attempts made by the unit to raise Rand's achievements. (A. pp.66,68,69,70). The members deliberately set about changing the status of any one member who was willing to work for broader relations to other people. They curbed a minority's efforts to impose its wishes upon the total group. (A. p. 20). They insisted on standards of honesty (A. p. 74) and modified undesirable habits of various participants. (A. pp. 28,31,56,64).

Towards the end of the year the group felt a necessity for changing the poor habits in its members. (Contrast A.pp.73,74 with pp. 64,29,34,3,42,56,57).

We may, therefore, say that while the group becomes an instrument for causing its members to change, the group itself is what all individuals in that group make it.

## CHAPTER IV

### CONCLUSIONS OF THE STUDY

An analysis of the data of this study indicates that the individual children who were studied, when given guidance in the daily working and planning together, were able to build up relationships with each other which helped them to discover and to solve problems that might otherwise have retarded development. These pupils, through their daily interactions, participated in a very realistic process of social living. When initiative on the part of members was welcome, and when the ideas of the class were readily tried out, growth became evident in both the individuals and the group.

The data were analyzed to determine how the individual child's relationships to the other children helped him develop himself, and in turn how the group itself was modified as the children interacted. From the analyses of the preceding chapter the following conclusions are drawn:

#### I. GROUP RELATIONSHIPS HELPED INDIVIDUALS TO FACE THEIR DIFFICULTIES SQUARELY.

1. The individuals desired good group status.
2. Members of this group openly disapproved of unsocial conduct.
3. Members continuously suggested modifications of ways practiced by certain individuals in the group.

4. The group assumed some of the responsibility until the individuals could adjust themselves to the group life.
5. The class forgot past errors when the members ceased to repeat their mistakes.
6. The class continued concerned with the individuals' progress in developing better ways of group living.
7. Through participation in group activities, individuals lost any unwarranted fears concerning their inability to fit into the group life.
8. The class showed its willingness to follow when the leadership was worthy, thus developing leadership in the individuals.

II. INDIVIDUALS GREW THROUGH COMING TO SEE THEMSELVES AS CONTRIBUTORS AND PARTICIPANTS IN THE GROUP LIFE.

1. Carrying forward a group project revealed aptitudes and weaknesses in its members.
2. By working with others, the individuals saw the necessity for contributing to the group living.
3. When the individuals saw their contributions used, they had a sense of belonging in the group.
4. When the group set up situations which allowed the individuals successfully to contribute, they overcame difficulties that had previously led to failure.



5. There were more opportunities for individuals to express themselves in satisfactory ways when they could profit from group criticism and group approval of their contributions.
6. The individuals felt their worth to the group when those they helped in turn helped them.

**III. UNDER THE GROUP'S GUIDANCE, INDIVIDUALS LEARNED TECHNIQUES FOR COPING WITH PROBLEMS ARISING IN THEIR DEVELOPMENT.**

1. Habits which previously had been a hindrance were modified during co-operative work.
2. Learning to work with the school group led to better relationships with adults in the home.
3. Group activities allowed boys and girls to enjoy each other's society naturally.
4. Members learned gracious association with adults in various social agencies.
5. Group members became alert to find potential talents in self or others.
6. Informal group living tended to free individuals from restraint and to create an atmosphere favorable to the development of the more creative side of their personalities.

#### IV. THE GROUP ITSELF WAS MODIFIED AS THE INDIVIDUALS INTERACTED.

1. Planning for common ends created a spirit ready for community living.
2. A comradeship of common security developed through sharing activities.
3. Teamwork developed in the group as it struggled successively with the problems of its members.
4. The creating of a co-operative informal environment encouraged each individual to plan with and for the group so that all benefited alike in the group.
5. Members became willing to change their habits in order to promote the welfare of the group.
6. Through practicing group relationships, the individual grew in power to form desirable groups.
7. Members achieved facility in fitting new members into the group.

In general, this study shows clearly that a group involves a two way process, namely: the group shapes the individual, but in turn, the individual shapes the group.

The group has a powerful influence on shaping the individual. It fosters, cuddles, pats, and disciplines its members. Only through yielding themselves to the discipline of their fellows can individuals participate in a process of social living. Through planning together the members bring about satisfying

relationships with others.

The group exists only in the interactions of its members. The individual members shape and color the group by the impress of their personalities; indeed, individuals contribute the unique elements in the group life. While each person consciously builds relationships to certain other members, bonds to the group as a unit are also unconsciously modified. Whatever the group is exists only in the activities of its members.

**APPENDIX**  
**CASE STUDIES**

In this investigation six children were studied,  
as follows:

- A.     **The Teacher And Susie Share Responsibilities**
- B.     **Mearns Faces His Difficulties Squarely**
- C.     **Iu Learns To Analyze And Help Herself**
- D.     **Hans Achieves Desired Leadership**
- E.     **The Teacher And Group Plan Situations For Dan's  
Development**
- F.     **The Group Influences Rand's Way Of Living In The  
Classroom**

## APPENDIX

### Six Case Studies

#### A. The Teacher and Susie Share Responsibilities

As a result of infantile paralysis, Susie was a cripple who used both a brace and crutch. She had contracted infantile paralysis when she was eighteen months old. In her lower grades she had left the reputation of not being able to get along with the children or the teachers. The faculty agreed that Susie was "spoiled and self-willed" and many of her peers referred to her as "bossy" or "mean".

Before Susie entered her class, the teacher made an effort to get acquainted with her. She had felt admiration for Susie's independence and her determination not to let her handicap overcome her. Perhaps Susie sensed this for she said some months later, "I like you because you have never made any difference between me and the other children. You are the first teacher I have ever had that hasn't made me feel in some way that I am a cripple. I know I am, but I don't like to feel that other people are always making allowances for it. You treat me exactly like the rest of the group and expect the same from me as you do from them. I have always wanted to be on the safety patrol and the other teachers would say, 'Oh, No, Susie! You are a cripple. Give it to someone else who can get around better than you.' When we started our room club this fall, I announced my intention to run for the safety patrol. You stood up for me when some of

the children thought I couldn't do it and even said that I would make a good captain. This showed me you didn't make any difference towards me, and I know it was the reason for my being elected. I didn't get to be captain, but I believe I stand a good chance of getting it when we have re-election of officers in February."

She did get her coveted captaincy in February and at the end of the year she was voted one of the best patrol leaders the school had ever had.

At the time the teacher had spoken in Susie's behalf she had not realized how much this had meant to the youngster; in fact, the teacher had forgotten it until Susie reminded her in the preceding conversation.

One of the first things the teacher discovered about this child was that she liked to manage things, people included. When Susie was about four years old, her mother and father had separated. Because of this the mother began to take the young daughter into her confidence and talked things over with her. Thus Susie came to feel that she shared home responsibilities. Susie's health and home finances helped make it necessary for them to scheme and work together to make ends meet. Four times the necessity arose for her to spend the summer in the Crippled Children's Hospital where she underwent operations and treatments.

When Susie was nine her mother married again, but not without first talking it over with her daughter and making her satisfied about this change in family life. Later she became

quite fond of her step-father and frequently talked about him.

This child gave the teacher the impression of being hungry for companionship with those of her own age; consequently, the teacher created situations where it might be possible for Susie to find companions. The instructor noticed that Susie greatly admired two other members of the group, Stowe and Evelyn. Stowe was often the leader of the class. He usually saw without being told what Susie needed. Evelyn was near the latter's age and seemed more like her in temperament and tastes than many of the other girls. Evelyn was strong in scholastic work and in her ability to get along with others. Susie's desire for acquiring these traits caused a close fellowship between the two.

The teacher devised means of throwing the three together in working situations in order that Stowe and Evelyn might learn to appreciate Susie's contributions. It was also necessary for the two to realize the admiration that she had for them.

This trio worked together in such a way that by mid-year Susie monopolized Stowe's time to the extent of creating a problem. She began to bicker with Evelyn again and was in danger of destroying all she had built up in the past months.

The teacher noticed that the other two were beginning to shun Susie; therefore she had a confidential talk with the youngster wherein she suggested that perhaps that the others' teasing Stowe had embarrassed him. This condition had naturally made him resentful towards her. The instructor advised that she

work more with other boys and girls by forming an entirely different unit, including in it three new pupils to help them become adjusted to the work and life of the class. She readily agreed to this suggestion and became interested in the new members in such a way that she soon found herself back on the old friendly basis with Stowe and Evelyn.

Susie first revealed her worth to her associates in what she did for improving the room. This scheme developed naturally in the group. The teacher had realized the necessity of having some project that would interest everyone in the class and would also give to each an opportunity to feel that he had done something worthwhile. A complete renovation of the room would compel all to work and plan together.

In this situation Susie's financial home training proved helpful. She suggested taking orders for Christmas cards immediately to forestall other agents and wrote for terms. She looked into the possibility both of renting movie films from a local theatre and of selling candy.

Susie proved herself a unique leader. Mearns was willing to do the work because he liked to do such things; Stowe's civic pride asserted itself, especially since he was room president; Evelyn was naturally neat and hated such a dirty room, but Susie was able to visualize the improved room to the extent of actually reproducing it in drawing in its completed form and displaying it to the rest of the group. This, no doubt, had much to do with firing the group's imagination and spurring them on to



undertaking such a project.

Her interest in a common cause, her many worthwhile suggestions, and her practical knowledge brought her to the attention of the entire group. This was shown when she brought collections of paints and curtain materials with cost lists to compare with those of other members before selection. One child exclaimed, "Susie certainly does know a lot about these things!"

"I reckon I ought to," she replied. "I helped mother do over the whole house this summer. I made the kitchen curtains for her. I know lots of things about curtains so I will help all I can when we get ready to make them for our room."

When data had been assembled, the group asked the principal to give his opinion on the best way to raise the money. He agreed with the children that Susie's plan of taking orders for Christmas cards was the best idea. Naturally Susie took an active part in canvassing the neighborhood. It was she who suggested that the salesmen first study in the classroom the proper method to use in salesmanship. She helped many with their talks and stimulated greater enthusiasm for the plan.

On the day when the teacher had yard duty she forgot the money from the sale of the cards and left it on her desk. When she returned she found Susie seated at the desk sternly observing her. "You went right off and left this seventeen dollars on your desk", she remarked. "I don't think anyone in here would have bothered it, but I wouldn't be so sure about everybody." Susie was "bossy" but now she won warm thanks for her concern.

The teacher's remark that she did need an assistant encouraged Susie often to say, "Mrs. C---, could I help you get your things together before we leave, and did you get that particular book you were wanting yesterday?"

At another time she remarked, "Mrs. C---, isn't it about time for our next S.C.A. meeting? Shouldn't I notify the officers pretty soon about our next executive meeting?"

The Tuesday before Thanksgiving, prior to the painting of the room, she said to the class, "Here is a list of all of the things that we need for this job. I thought it would help to remind us of everything. Be sure and be here early so we won't lose any time getting to work. You know we have only two days to do it, and that isn't much time for a job like this."

The teacher could add many instances to show why her colleagues sometimes said, "I don't see how in the world you can stand having that Susie always trying to run things. Believe me! If I had her I'd soon put her in her place!" It was impossible to convince some teachers that the sharing of responsibility between them was one of the strongest ties that she and Susie had. It stimulated Susie to greater thoughtfulness and took many nagging little worries off the teacher leaving her free to look after more important matters.

During the painting Susie was one of the first to get there and the last to leave. She worked shoulder to shoulder with the rest. She did everything except climb the scaffold. No one told her not to, but she said it was better to let the

boys do that part of the work.

Her interest in art made her helpful in selecting the curtain material. She persuaded Evelyn to go with her to several department stores where they talked with advisors on drapes as to color, price, and fabrics suitable for the classroom. Then she brought her findings back, and the group's approval of her choice resulted in their appointing her to buy the material. This more than paid her for the trouble. She proved to be the most capable seamstress in the class and they learned to turn to her whenever they got into difficulties. She was the one who suggested that it would make the room more homelike and cheerful if they would put covers of the same material on the backs of the chairs. She illustrated her point by making one out of a scrap of material left over from one of the curtains.

After completing the decorating scheme, the class planned to put Biblical scenes on the windows of the room as the Christmas season was approaching. Susie showed her enthusiasm and ability to produce the stained glass effect. She had previously gone with the teacher one Saturday to churches in the city where she noted designs, even copying some parts of windows. This study enabled her to have a feeling for them that the others did not have. Because of this she was not afraid to experiment, to sketch new designs, to mix new colors and to try many tone effects. She was consultant and advisor to everyone. She helped the unfortunate one to repair his too hasty work and advised others on the right proportion and balance to fill the desired

spaces. It was here that she displayed her most creative ability which the rest were quick to sense and to utilize in helping themselves.

When the windows were finished she looked at them a while and said, "They make me feel good clear down to the end of my toes. There's a whole lot of me went into making them; and I don't care what anyone says, I think they are beautiful. Every time I look at them I want to sing."

"Well, let's sing then, for I feel the same way", Lincoln burst out; consequently, they started "Hark! the Herald Angels Sing" almost with one accord. Then followed "Away in the Manger", "O! Little Town of Bethlehem" and every carol the windows suggested to them.

After the singing of several carols Teddy said, "That was so good I believe I will bring my hymn book to-morrow for this place reminds me more of a church now than a schoolroom."

"That's a good idea," several chorused, "I believe I'll bring mine too." Every day from then until Christmas they set aside some part of the day for singing, and they unanimously selected Susie for their leader.

She again proved her ingenuity and ability when the group decided to make their own Christmas ornaments for their "room warming" and also gifts for their parents. She visited the novelty shops in town and learned how to use seed pods. Again she became instructor when she showed them how to use the bronze and aluminum paint left over from the room fixtures to gild holly,

ivy, pine cones, sweet gum balls, cattails, milkweed, and other seed pods. Susie soon had everyone trying his hand in seeing what he could produce. Quite a variety of ornaments were made.

Susie was important in helping plan and carry out the program in connection with the room warming to which the parents were invited. She stood with those advocating a radio program as the best means of giving each a chance to participate. She was the first to suggest that Hans be announcer, saying, "He can do it better than the rest of us and we should pick him because of this rather than someone we like better. Let's pick them for what they really can do."

She was willing to work hard and take a minor part on the program that did not compensate her for the work she had done. She said all she wanted was to see everything go off well and it didn't make any difference to her who had the important parts so long as each did his part well.

Susie surprised the teacher with her social ability the night of the room warming. The teacher was in an adjoining room supervising the making of the punch when she heard Susie greet a newcomer who was a stranger. Here are her exact words: "Good evening. I am Susie C--- of the seventh grade and I take this opportunity in the name of the grade to welcome you to our room warming. If you wish, I will show you around and tell you some of the experiences we had while changing our room to its present state. If this should not interest you, you might like to meet some of the other boys and girls. We are not quite ready for

our program yet. As soon as our teacher, Mrs. C---, is free I should like for you to meet her. I know most of the boys' and girls' parents, but I can't seem to place you."

It turned out that it was Mrs. J----, the president of the P.T.A, whom the class had invited but some of the children did not know her. She gave Susie the desired information, accepted her offer to be guide, and later told the teacher how impressed she was with Susie's poise and ability to handle such a situation.

She became what the children termed "A good group leader"; "she helps us when we need it, but also she is one who won't allow any foolishness," they said.

When election of officers came the first of February the group decided to have each candidate announce himself for office, present his platform, make his campaign speeches and conduct the election as nearly like a real election as possible. Susie was both touched and gratified by the support she received from her classmates. She could scarcely control her emotions when she made her speech of acceptance and thanked her supporters for their votes.

The high school S.C.A. asked the group to put on an assembly program for them the last of March, which invitation they accepted. The type of program was hotly debated. Some wanted a radio program similar to the one at the room warming, others wanted to buy a play and put it on, others wanted a series of living pictures, and thus the discussion went through a variety

of suggestions.

"It seems to me that there is a better way to do it than for everyone to argue for his idea and get nowhere," Stowe stated. "What's a better plan?"

"Don't you think it would be better for each one to start working out a plan right now. When we get together to-morrow, we can share the best ones on the board and then select our final plan from that list," suggested Susie.

"A good idea," came from many of the group; so each fellow set to work on his plan.

The next day each one presented some kind of plan, but the best ones were: (1) "Seventh Grade Citizenship" which was a play showing how the group assumed its duties as citizens in their school, community, state, and nation. (2) "A Series of Living Pictures" which would show phases of their work during the year. This was Susie's suggestion. (3) A Radio Program presenting "A Day in Our Classroom". (4) "Snapshots of Important Persons and Events in Our Year's Work." (5) "A Comparison of Our Way of Living With Those of Other Countries Opposed to Us." The last one was selected, but with modifications. The group finally worked out a plan to give four short plays showing life in Poland, as an occupied country, Germany, as the aggressor, Japanese people at the mercy of war lords, and our own country. The play about the United States was the only one to have two scenes; the first scene showed the nation's extravagant isolationistic way of living in 1939, and the second showed how the

nation's viewpoint was different in 1942.

Of course, no one wanted to work on the scene about Japan so Susie said, "I will take it if I can get some people to work on my committee. Suppose we list the four plays on the blackboard and let each sign for the one he particularly wishes to work with." This was done and proved satisfactory.

Susie's group made her chairman and they decided it would be best to secure all the information possible about Japanese customs and habits before they attempted to write the play. They got the spirit so well that the high school voted it the most realistic portrayal of life in a country of any of the plays given. This necessitated making their own costumes, furniture, and even painting and framing their own pictures because they could not find any that they thought were representative. Much of the credit was due to Susie's hard work for which her committee readily gave her credit.

She was not too busy with her play to help Stowe and his associates untangle some snarls in theirs. She even helped them with their costumes since that group was composed of boys only.

She took an active part in both the speech choir and the singing choir when they joined with the music teacher's band and glee club to put on the April P.T.A. program.

She offered suggestions and criticisms for the May and Health Day play and was a member of the chorus. She helped make the costumes, decorate the stage, and dress the smaller



children the day of the play. After the performance she assumed the responsibility of seeing that everything was cleared away and the property stored or returned to its owners.

When Miss ----- of the Dairy Council asked the group to put on a radio program about their year's work in nutrition, Susie again proved very helpful. She served on the unifying committee that selected and combined the work of the entire group into one good script. She helped judge the best voices over the microphone and again said, "Hans is by far the best one. It doesn't look quite fair for him to be again selected as the chief character, but he happens to have the best radio voice. If we were having a less important program, I would say let another one have the experience, but this is a national hook-up and we must have the best for such an event. It is just his good luck that he is better than the rest of us."

Her unprejudiced statement helped the group to see the necessity of again selecting Hans for this important role. Since the teacher was unable to go, Susie had charge of both the script and music group when they went to the radio station to broadcast the program. Miss ----- later reported to the teacher that she didn't believe that the teacher herself could have handled the group any better than Susie had done it.

At stated intervals during the year each pupil was given an opportunity of analyzing and evaluating himself and his growth.

Susie's self-evaluation of her year's work and growth submitted to the teacher the last week of school was very complete.

The following excerpts are given verbatim:

"I have 'loved' my work and my classmates this year. There are many reasons for this. Some of the most important ones are: First, and most important of all to me, was that I felt that I wasn't a bit different from anyone else in the group. Second, and not the less important, is the fact that for the first time since I have been going to school I have been able to take part in every single thing done during the year. It is also important that I never had a real big fuss with anyone during the whole year, and this is the first time this hasn't happened since I have been going to school. It is the first time also that I have always had more to do than I have had time to do it in. I have not minded how much or how hard I have had to work because it was work I loved to do. Mother often tells me that I have gotten into so many things that she can't keep track of them. I suppose I have neglected her some, but it was because I had so much to do. She says she doesn't mind it since I have been very much happier.

"I have enjoyed my friendships and my work so much that I hate for school to close. I do not have any of them close to me and I will be very lonesome this summer.

"I think I have been able to help groups and individuals, but they have helped me more than I did them. I just worked along with them but they gave me both support and pleasure when they worked with me. I think I have learned the right way to work with people. I used to try to boss them instead of working

along with them.

"Mrs. C----, you tried to understand me and help me get along with people. Maybe the other teachers did too, but I never gave them credit for it. You never accused me of trying to run your business for you, and you seemed to know that I only wanted to help you like I help Mother. You let me do so many things in school that I have never been able to do before. We did not have to take one textbook and stick to it all of the time. I liked using a lot of books and I know I have learned more that way. I like you, the children, and everything we did so much that I would like to go over the year again. (That is, if I had never had it before.)"

#### B. Mearns Faces His Difficulties Squarely

"This is the most fun I have ever had since I have been coming to school," exclaimed Mearns as he slapped on another brushful of paint. "Boy! don't I wish we could do this way all of the time instead of doing old lessons that I don't know nothin' about anyway!"

"Yeah, Mearnie, ain't it fun?" piped up Artie from the other end of the scaffold, "but I like the lessons part too. My older brother and sister don't like school for anything, but I like it."

"I don't, and I ain't goin' any longer than I have to. I like to do things like this where I can see that I am getting

ahead. Now you take Bert," [his older brother], "he likes all of that stuff and my old man and the family are always saying, 'I don't see why Mearns can't get along in school! Bert already has the promise of a scholarship and just look what Gracie and Sue did when they were in school. I don't know what's the matter with Mearns!' But when it comes to plowing or hitching up a mule, or doing any kind of work on the farm or around the house, Bert just can't do nothin'. I have to do it all."

"And I bet you just love it because you know you can do it better than he can and because they all tell you that you can," the teacher said to him as she kept on washing dirt off the old painted walls, but casting a sidelong glance in his direction to see how he would take it.

He stopped right still on the scaffold and scratched his head a minute before he answered, "You know, I believe that is true. He knows more about books and I know more about a mule and I ain't never figured out why before this."

"Then couldn't you really start to make a try at his kind of work?" the teacher enquired of him. "Since I have seen what a splendid painter you are and how well you can look ahead and plan this work, I have realized this past two days that you are not lacking in sense. It's merely that you don't apply your sense to your lessons, but you do to this work. I'll make an agreement with you if you like. If you will really try with me from now until February and we both find out you don't have enough sense to go on with your school work, I'll go to your

parents with you and ask them to let you stop school at the end of this year and let you start farming as you say you want to do."

"Do you really mean that?" he asked open-mouthed.

"You just try me and see!" the teacher answered, "but you will have to keep your end of the bargain first."

"I'll keep it if you'll help me," he answered thoughtfully, "but I'll tell you right now, I ain't got no sense about books and any teacher in school can tell you that."

"I'm like the mule you've been telling me you know so much about. I have a mind of my own and you'll have to show me first before I believe it," the teacher shot back at him. This tickled his sense of humor and after a hearty laugh the talk drifted into other channels and was never referred to again during the rest of the painting.

The teacher gained a valuable insight into Mearns through this paint job. She discovered that he was the natural leader of the group and the other children generally followed him without a question when he chose to lead. For example, before they started to paint they had a planning conference on the best way to go about it. Artie said, "I think we should move the desks out first before we start anything."

"What do you want to do that for?" Mearns demanded. "Don't you know all we need to do is to get two high stepladders and lay a scaffold board between them. The ladders will slip between the desks like nothing. Get plenty of old newspapers and cover

the desks, then put something heavy on the papers to hold them down so that the paint will not ruin them. We won't waste all of that time we could be using for painting. Man, we want to get to work and not fool around forever doing unnecessary things! Besides, I think we should start at the front of the room and work back towards the door because there will be less danger of our getting in each other's way and, too, we won't damage the paint we have already put on."

When the question came up about the best way to mix the paint Mearns said, "I have mixed other paint and I believe I could do it pretty well. Let me try it." Off he went to read directions, assemble the right materials, and mix the paint.

At first the boys had much difficulty in keeping their buckets where they would be easily accessible to them and at the same time not be in danger of overturning. Mearns worked out a system of attaching a stout wire to each stepladder, then he slipped the bucket on the wire. They tried this but found it necessitated a great deal of walking across the board and caused them to lose a lot of time also. The teacher noticed him eyeing the bucket every time they had to push it across. Suddenly he burst out with, "I have it, and I believe it will work, too." He scrambled down and left the room, reappearing some twenty minutes later with a small pulley and a rope. Upon questioning they found he had gone home and gotten his mother's clothesline. He worked with it and the bucket a little while, gave a delighted chuckle and exclaimed, "Boy! watch the old gal

travel now," as the bucket went sailing across to the other stepladder.

Of course, the other boys stopped work and started playing with it until Mearns brought them to terms by saying, "Hey! I didn't rig that thing up for a plaything, but to get that bucket of paint across to us quicker, so I think you nitwits had better let it alone and get back to work."

"All right, boss," they retorted as they started back to work, and from that time on no one questioned his right to leadership on the job.

On this paint job he showed himself capable of blending his plans into those of others. When it came to varnishing and re-finishing the woodwork, Mearns very much wanted to do that since a lot of the novelty of painting the walls had worn off. Hans, who was much smaller and shorter, attempted to take Mearns' place on the scaffold and paint while Mearns varnished. Things went well for Mearns but very poorly indeed for Hans. He was not tall enough to reach successfully and paint all of the corners. Because he had to stretch so much he was unsure of his balance. This both slowed up the work and produced smeared, uneven painting. Hans appealed to Mearns to change and after he saw the waste of time and poor results he returned to the wall work saying, "It was a change for me that I would have enjoyed, but since it does not work out so well for you I expect I had better stick to my old job and let you do what is best for you. We are all in this together and it's up to every fellow to do

the thing that he can do best." Then he went cheerfully back to his painting.

Another time he did not comply as willingly as in this instance, but he did defer his wishes to the best welfare of the group. The girls had the bookcases out in the hall painting and varnishing them. They decided they would look much prettier if they painted the back part of the case and the shelves red. They reasoned that the red would give them a more cheerful tone and would harmonize with the curtains, so they went ahead and painted them. They also painted the stools, some odd-shaped bottles, the boxes in which they kept drill materials and some flower baskets. When Mearns saw these, he declared he intended to re-paint them another color; however, he could not touch them while they were still wet. The girls got to school ahead of him the next morning, took one of the bookcases in and arranged it in a rather dark corner. The effect was what they had hoped to produce. When Mearns came they pointed it out to him and finally brought him around to admitting that the result was better than he had thought. He said he supposed it was all right to stay that way, but if he had been doing it he certainly would never have used a red paint.

Mearns had not planned to come back on Saturday. When dark drove them out Friday night he looked around and said, "Well, the way things look now, I see I'm going to have to give up my trip to town tomorrow and come back here and work. You all will never be able to get this done without me, and it wouldn't do to



let those kids come in here Monday with things in this mess. I'll just tell my mother that she will have to make other arrangements and let me off. When you are needed like this, it's time to do something about it so I'll see you all tomorrow. By the way" to the teacher, "I'll ride you on the back of my bicycle from the bus, if you want me to."

"That would be fine," the teacher replied, "but I'm afraid I'd freeze to death riding those two miles, if it is as cold tomorrow morning as it was this morning, but be sure to come and meet me again. I enjoyed the company and besides I need you to keep the dogs off of me." This tickled his sense of humor and he left still chuckling over it.

All of this so far shows Mearns at his best because he was in the environment in which he was experienced. This gave the teacher an entirely new conception of him as it offered her broader opportunity for studying him. It served as a period for building mutual respect and so as a stepping stone to the classroom activities where he didn't do well in most things.

When Monday morning came, after he had straightened up things and settled down to regular school work, the teacher made it a point to have a private conference period with him. He burst out with, "I surely to goodness wish we could paint and do things like we have just been doing all of the time. Here I have to sit and do fool things that don't amount to nothin'".

"Are you really sincere in your belief that they don't amount to anything, or is it that you feel you haven't done them

well enough to make them seem important to you?" the teacher reasoned with him.

"Well, I reckon it must be something to it or so many people wouldn't have to do it, but it looks like you ought to be able to get there sooner and see something for your work besides some old reading and writing, especially writing."

"Maybe if we started it again and tried it something like we have the painting you will be able to get more out of it and see some sense in it. Do you believe this is worth trying?" the teacher enquired.

"Oh! It couldn't be much worse than what I've already done. It wouldn't hurt to try."

"It's going to be harder in many ways," the teacher warned him. "You will have to take as well as give. You know you can't always be the leader and give orders. You will have to follow and take them as well. If you can learn to do this cheerfully it will help you more than anything you can possibly learn in books in this room, or this school for that matter. How about it, are you really game to try it?"

"Yes, I really believe it would be worth trying," he thoughtfully replied.

His first opportunity came when the group started on the project of decorating the windows. At first he was bitterly opposed to having anything to do with them. He scoffed at the others and refused to help in any way. When Emmett, his great admirer and close companion, deserted him and started planning

a window scene with Rand, Mearns sulked for three days. When he found this got him nowhere, he tried to persuade Emmett not to work. Then he made fun of him, calling him a sissy and a girl but fortunately Emmett had completed his pattern and transferred it to the window. He was so genuinely interested in producing his ideas that instead of resenting Mearns' taunts, he good-naturedly ordered Mearns to grab a brush and help him. Mearns flatly refused and it wasn't until the other two had almost finished the window that Mearns went near them again. Then he did paint a little but he never did admit that he saw anything to the windows. However, when they were completed he grudgingly conceded that it made a pretty light on the walls, but he still said "it wasn't no sense in doin' them and it was all nothin' but foolishness."

He succeeded much better with the social studies. He fell in as a follower here and soon began to feel some enthusiasm for the work. During meetings when his group was planning, he did not often get angry when they turned down his suggestions and when he did get angry his outbursts of temper did not last more than a few minutes. He succeeded in getting the topic he most desired, "Air Pressure", and he went to work immediately on it. At first he worked alone, but when he saw that others were getting farther by combining their forces, he began talking with Stowe, the leader. At first Stowe helped him, often-times to the detriment of his own work.

When the teacher saw how things were going, she quietly

suggested to Stowe that he put it squarely up to Mearns that Stowe's work was suffering because of the time he had to spend with Mearns and couldn't Mearns combine with others in his team or even go outside for help. At first Mearns demurred and said that he thought that it was the leader's job to help. When Stowe finally got him to see that he, Stowe, was doing at least half of Mearns' work and his own besides, Mearns saw the justice of it. Slowly he began to make advances to the rest of the unit and when they found anything on his topic they were quite willing to help him. By degrees he came to see that it was more profitable for him to work with his group than with just the leader. Here he had ten or twelve people helping him when he had previously just had one. He also realized the fact that it had not worked a great hardship on any one of them.

One day he got quite a shock when Stowe called his group together for a general conference to work out problems in the unit. In the course of the discussion Lincoln spoke up and said, "We have all helped Mearns to get materials for his work which he took, but he hasn't once brought anything to help us. I think it is just as much up to him to help us as it is up to us to help him."

"I never thought of it in that way before," said Mearns without any resentment at this criticism. The next morning he came with his arms full of National Geographics, some of them even dating back to 1921, and he proudly announced to the group that he had spent the whole evening searching for material.

"And you had better bet that I have enough here for everyone, even those not in my group. Anyone can use any of it that he wants and I'll bring more as soon as I find it." From that time he contributed more worthwhile material than any other person in the class. Indeed, he was responsible for starting the use of many fine, worthwhile new materials. Most of the other children followed his example and brought books, magazines, references, clippings, and materials that they had collected. Some were to be lent for a limited time, some for the year, and some were given to the permanent general file that the class started for the room.

These events were more responsible for his interest in reading than any others. From them came a sense of satisfaction and a feeling of importance in that he knew that he was a worthwhile contributor to the entire group. It gave him a sense of belonging because he had rendered a worthwhile service and this service had been recognized, appreciated and used by the class.

In the study of current events and news topics, the group found themselves greatly handicapped for lack of good maps. They had a general world map but nothing in detail was given on it. Mearns scouted around and brought some very fine National Geographic maps. With these the members of the class were able quickly to locate practically any place they wanted to find. They appreciated the maps so much that it was suggested that Mearns mount them on tag board in order to better insure their preservation. As a result of the constant use of these maps,

Mearns, of his own accord, made himself an authority on place geography. Then whenever anyone couldn't find a place mentioned in the news, Mearns was called upon to help that person locate it. He would familiarize himself with the general history of each located place, and relay that information to the group. This was done evidently without any expectation on his part of receiving credit for grades, but because he enjoyed doing it. It increased his sense of importance to be imparting information even to Hans whom he had previously envied, and consequently belittled every opportunity he had had of doing this.

As his confidence in himself and his ability to do things increased, he slowly began to reach out towards leadership. This did not come as rapidly as he had hoped because of his inability to take and profit from constructive criticism from the class. His deep-seated conviction that they were picking on him was very hard for him to overcome. His quick bursts of anger and resentment when he was questioned or didn't have his way made the rest of the group shy away from him. After several outbursts from him the teacher had it out with him. "Now look here!" she demanded, "wouldn't you give a whole lot to be a recognized, acceptable leader?"

"I don't care," he said with a big show of indifference.

"Oh no! Not much you don't!" she retorted. "You know you don't get to first base with me with that. Now let's get down to brass tacks and talk cold facts. You and I both know that you would love to be an accepted leader like Stowe is, and it

would make you most happy to have them select you as quickly as they do him. If you weren't so stubborn and quick-tempered, you could easily be a leader too. You are sold on the idea that people are always picking on you even when they offer the mildest, most helpful criticisms. What do you do? You hop up and get fighting mad over an imagined insult. Now if you could just stop a few minutes and reason out a few things with yourself before you flare up, I don't believe you would let the lid fly off quite so often. Then, too, it would give you a chance to see them appreciate your ability to take it on the chin without howling so loud.

"Why not try it a couple of times and prove to yourself which one of us is right?"

"I'll try it, but if I break over don't be surprised," he glumly rejoined.

His opportunity for trial was not long in presenting itself for shortly he was called upon to give an extensive report to the class on an investigation that he had been making about the moon. After his report the reviewing and evaluating committee really took his report apart. They questioned the authenticity of some of his work; they criticized his ability to impart his knowledge to others; they also gave him some very helpful suggestions on how to improve his weak points.

The teacher saw he was gradually swelling up to almost the bursting point so she casually got close to him and said in an undertone while passing, "Show them you can and will take it

straight on the chin without flinching." He snapped out of it, gave a sickly grin, and returned to his seat.

"Well," Hans burst out, "that is the first time I've ever seen Mearns criticized that much and not get mad about it."

This was a most unfortunate remark, especially since it was from his old antagonist, and Mearns blew up. "Much room you have to talk about me, Hans Smith," he stormed. "You aren't any better sport than I am and you can squall harder than I do when someone criticizes you. You just wait until I get you out on the ball field and I'll show you who's so smart then."

"I should think you would learn a little bit of gumption, Hans," Stowe quickly addressed to him.

"Well, it's true," Hans stubbornly insisted.

"Of course it's true," Stowe retorted, "but couldn't you have either kept your mouth shut or said it in a nicer way. Didn't you see he was trying?"

"Yes, and I believe Hans has sense enough to realize that and do something about it," the teacher quickly interposed.

"Maybe I was too hasty, especially when he really did try," Hans reluctantly conceded.

"Well, after this be more careful," Mearns growled at him.

"I'm sorry and I'll do better next time," came from Hans after a punch from the teacher.

This greatly appeased Mearns. After a nod from the teacher, Stowe quickly called on another person to report and everything



settled down to normal again.

However, Mearns did not forget it as the teacher had hoped he would and that evening he got the better of Hans in a fist fight. Not one word was said to her by Hans or any of those who saw it, and she had no idea until much later that it had taken place.

"I'm sorry you broke down at the last, old boy," the teacher told him privately that evening, "but let's hope for better next time. Even if you did flare up I think it convinced you that they were sincere in their criticisms, and I think Hans paid you a real compliment when he recognized your failure to get mad. It's too bad that that should have made you go off like a firecracker."

"I reckon I'll have to try again."

"And hope for better, too," the teacher quickly rejoined.

"Yes'm," he mumbled as he quickly moved away.

When he gave his report to the group, he did succeed in holding his temper and no unfortunate remarks were advanced by Hans, but Emmett could not refrain from poking a little fun at him. He said, "Maybe I'll bring the ceiling down about my ears if I say Mearns didn't lose his temper, either." Everyone burst out laughing at this and Mearns appreciated the sally enough to laugh with them.

"It's lots more fun when you realize they are laughing with you and not at you, Mearns," the teacher remarked as another person came up to report. This brought no audible response from

him but the teacher noticed a far different expression on his face and a self-satisfied smile that he simply couldn't repress.

Mearns wasn't able to break his old habit all at once. He was criticized by his group for not using his time to the best advantage in the library some time later and he had another temper outburst. This time, however, he was quicker to come around and he admitted to them the justice of their criticism after he had cooled off a little.

Two or three times on the playground when things didn't go to suit him he lost his self-control, but it was noticeable each time that he was exerting more effort to control himself. He formed the habit of avoiding an open clash with Hans. This helped matters considerably for him.

The teacher made it possible for him to try his first formal leadership of the whole class one morning when she had to leave the room for some time. "You are in charge of the room, Mearns," she said as she was leaving. "Can I depend on you to see that everything goes along smoothly?"

"Yes'm, I'll do my best," he promised and the teacher could see that he was swelling with pride and responsibility.

When she came back, the class didn't give Mearns a chance to report but several of them said, "Mrs. C----, you just ought to have seen and heard Mearns when Charles tried to show off. He put him in his place in a hurry and didn't give him a chance for his foolishness, either."

"Suppose you let me hear it from Charles and Mearns," the

teacher suggested.

"It was this way, Mrs. C----," Mearns explained. "Charles hasn't learned yet that we don't care for his showing off, especially when we are busy. He tried to get John's and Ted's attention. Then he got to doing some of those silly things he does to try to make people notice him. The rest of the group didn't pay any attention to him after I asked them not to and we let him see how far he got with his silliness. The group was most co-operative. They let Charles go on and act cute and when he saw that no one paid any attention to him he stopped it and just played around. He is the only one in the room that hasn't worked as hard or harder than when you were in here. I don't know what you are going to do with him, but I want you to know I don't think a thing of his carrying on."

"Neither do we," chorused the whole group.

"Is this true, Charles?" the teacher asked him.

"I guess so," he defiantly retorted. Despite his apparent defiance, from that time on it was noticeable that Charles tried to curb his attention-getting methods.

Thus Mearns showed that he could lead the group. Of course, this was dealing with a behavior problem, but it was one step toward leading a group in subject matter.

It was not until the group got into mensuration, scale drawing, and geometric designs that Mearns really came into his own. His father did this type of work at a local manufacturing place and Mearns was very anxious to do something like it. The

opportunity and need for it came when the class began constructing a world map in order to trace important trade routes and location of discoveries dealing with the Industrial Revolution. Another opportunity for using these instruments came in the construction of dioramas depicting a factory scene, coal mining scenes, etc. Mearns was interested; he hunted up text books, work books, and other materials. He borrowed his father's tools and brought them to school. With these he was able to work much more accurately than with the ordinary tools with which the other children had to work. Needless to say, his work was superior to the best of them and just for the pure fun of it he worked out some very intricately colored designs. These caught the imagination of the class to such an extent that they also launched into quite a drawing spree, trying to see what they could do in geometric designs. They became so enthusiastic that they transferred some of these designs to paper plates, wooden bowls, and glass plates. This was the first time during the year that Mearns showed genuine interest in art work. He became the leader in this phase. He taught the others how to use his compass and the tools in his drawing kit and was most generous in sharing them. He informed the teacher privately that he was spending a great deal of time working with his father at night in order to keep ahead of the group and show them different things. In the course of his confiding, he also said that he had come to a greater appreciation of his father's work. He implied that his working with him had brought about a most enjoyable fellowship that had meant much to Mearns. He often quoted

his father, talked with pride about his ability to do this type of work and said he expected to go on to school so he could learn to do that same kind of work, too. At last Mearns had received a much desired recognition from his family and there had been formed the father-son tie which had been coveted by Mearns.

This parental interest and approval, in addition to the teacher's sympathetic help, gave him confidence in himself. It encouraged him to go into an unexplored field and push ahead as the leader in that field. When he began to realize that Hans, his long envied adversary, was coming to him with admiration and asking for advice, he really blossomed out. From that day on the antagonism between the two began to disappear.

The teacher noticed one evening that he kept hanging around in the room seeming to wait for the rest to leave, so she made some pretext of getting rid of the others. As soon as everyone was gone Mearns said, "You know, Mrs. C----, I've changed my mind a lot about Hans. I used to think that he was just a big show-off sissy, but now I don't think so. I don't believe he has ever told you anything about my beating him up on the playground. He used to always run and tattle to Miss X and then I had to stay in, but I don't believe he has even told you. Has he?"

"No. He hasn't," the teacher replied, "but I did hear it from others and I must say that I didn't admire it in you and neither did they. You are almost twice his size and I don't

think you are being such a good sport to take it out on him physically just because you know you can. He acted much better when he took it without a word and without any apparent hard feelings towards you."

"You know I've noticed that too, and now that I know he isn't any tattle-tale, I'm changing my opinion of him. I used to think that he was just a big show-off, but now I see that he has a lot of sense and really enjoys doing those things."

"Yes, and I believe that he gets so interested in what he is doing that he is just bound to tell more about it when we get to talking on any subject that he has read or studied," the teacher rejoined. "You have become so interested in your maps and geometric designs that you always have something more to tell the group and you don't think you are showing off when you tell it. Don't you think it is the same way with Hans?"

"I do think so now, but I didn't used to," he confided.

"You are beginning to appreciate other people now and you are really starting to grow up," the teacher told him.

Now there appeared a desire to be a group leader who would be deliberately selected by the group and not leader by chance, or because of arrangement by the teacher.

It was not until the day before school closed that Mearns was recognized by the entire class as the one person capable of managing the whole group when the necessity arose.

Lu, who lived close by school, had invited the teacher to her home for lunch. When the group knew the plan, Susie

especially desired to be left in charge during their lunch period and any further time before the teacher came back. When the teacher got back, she found Mearns and not Susie in charge and everything working smoothly. Susie came to the teacher and said, "Mrs. C----, I couldn't do a thing with a few of the boys. When Mearns saw that they were acting up he took over and you should have seen him make them stop around. He let Dan know in a hurry that he expected better of him than eraser throwing. He told Rand he would advise him to get something better to do than whistling and bouncing the ball he had brought in from the playground. He got them settled in no time and Stowe's group got started on their reports. Now they are almost ready to put up the test for us to take."

Mearns went on with his work and it was not until after the dismissal bell that evening that the teacher had an opportunity to say anything to him about it. "Oh! Yes, Ma'am! A couple of those kids just tried to get funny because it was so near the end of school, I reckon, but they soon listened to reason and settled down to work. They are all a pretty good sort when you really get to know them and they seemed to listen to me better than they did to Susie. I didn't say anything when she insisted on being in charge, but I thought she might have trouble. They weren't bad, though. They just didn't want to get back down to work. Can't say I blame them much for it's mighty hot and I'll be glad when I'm out of here for the summer too."

"You've worked hard and you deserve a good long rest," the

teacher told him.

"Yes, but it has been a lot of fun along with it. I hope we all keep together in high school next year for I like this gang," he said. This from Mearns, the grumbler, the grouch, the touchy boy of the preceding fall.

As he went down the stairs whistling, the teacher said to the silent walls, "Old boy, you are ready to meet and solve most of the problems of high school, and you've been one of my greatest joys this year."

### C. Lu Learns To Analyze And Help Herself

Lu came to this school from a nearby city school where she had spent all of her previous school life. She was new to everyone in the class, the teacher included. She did not appear to have the typical undesirable traits of an only child. She would gladly share her belongings with anyone in the group. She could even be classed as self-effacing. She dressed neatly, but simply, despite the fact that her parents lived in the finest house in the community and were socially prominent.

During the first few weeks of school while the teacher was making an inventory of the abilities, achievements, and weaknesses of the group, she discovered that Lu was lower in arithmetic skills, in her ability to express herself in both written and oral speech, in her interpretation of reading matter, reasoning ability, and spelling than most members of the group.



Lu wasn't long in discovering this too when she compared her work with the work of some of those around her. Before the teacher had had time to consider this problem, Lu came of her own accord, frankly stated her limitations, and wanted to know what she could do to overcome them.

Since time did not permit the two to have a satisfactory conference right then, they arranged for one the next day. They agreed that it might be a good idea in the meantime for each to think about Lu's weaknesses and needs so that they could start with a clear picture of the problem. They would then be able to plan together how Lu would best be able to attack and solve these problems.

Next day she did not waste time by giving excuses as to why she was behind the others in her work, nor did she try to blame others for it. She said the main thing was to get caught up, if possible. The teacher tried to explain that it made no difference to her how far Lu was behind the others. The important thing was for Lu to compete against her past record, not those of her classmates, and see how much growth she could show next spring from where she started this fall. It took the teacher a good while to get Lu to understand that the teacher believed this and expected to use it as the sole means of rating Lu's progress throughout the year. When Lu really grasped the idea she said, "I believe I will like it better than the way the teachers have always done before this, but I will have to get used to it."

"In the other school I could do as well as any of the others in all of my work except spelling and arithmetic, but oh, my! I'm just terrible in those!"

"Don't get too upset and worried until we first see what we can do about it. If you don't improve after that it will be time enough to worry. Let's save our energy for the job. I believe you do a lot of worrying anyway, do you not?"

"Yes, Ma'am. It seems that that is all I can ever do. Sometimes I can't study for worrying so much."

"Does the worrying help you to get your work done?" the teacher enquired.

"It doesn't seem to," she answered dejectedly.

"Then let's chuck it out the window and see if you can't become as gay and frivolous as Anne," suggested the teacher. She couldn't help but smile at this since she had already heard several of the children teasing Anne about not being able to pass the mirror without stopping to primp a little and smile at herself before passing on.

"Didn't you tell me you liked horses?" enquired the teacher.

"Yes, Ma'am," she replied in a puzzled tone.

"Will you bring me a picture of the prettiest one you can find?"

"I will be sure to, and, oh me! I must not forget it."

"There you go worrying about it already. Go make a note of it some place and then forget it until you get home," advised the teacher.

When she brought it the next day the teacher pasted under

it in big black letters the following words:

THE HORSE THAT PRETS IS THE HORSE THAT SWEATS

Turning to her the teacher said, "Will you please take that home and hang it in the room where you study your lessons. Every-time you start to worry look at it, think of me trying to reduce worrying for you and your trying to get fat, then grin if you can't laugh and go back to work again."

She did as the teacher asked her and she remarked several times afterwards that it helped her more than anything else to break the habit. Both Lu and the teacher noticed how she was able to improve in her work as her worrying decreased.

Lu was very timid around people. She was so nervous that she usually wrung her hands when she was talking to anyone, even when she knew them fairly well. When she first started reporting to the group, she both wrung her hands and swayed from side to side until it distracted the attention of the class so that they were unable to concentrate on her report. Here is what she says of herself in one of her early evaluations: "I have trouble talking in front of the class. It is hard for me to get up and talk to them. I suppose it is hard because I am always thinking about what the other people are thinking about me instead of putting my mind on what I am trying to say. I must try to break myself of this."

This is an excerpt from a self-evaluation made about the first of December: "I am afraid I do not know whether people or boys and girls like me or not. Sometimes I think I should know because it would help me to get my mind on other things.

I am trying to make friends with the girls in my class because I like everyone."

This is an excerpt from a record around the middle of the year: "I think I am improving in my talking before the class, and in speaking at my seat. I talk, talk, talk! My talking is increasing. I am talking out of turn sometimes and I have laughed out loud several times. The things the boys and girls say to me seem so funny. I will have to watch myself to keep from getting too noisy."

The excerpt from her last summary shows progress: "I have learned to like to give reports and I am glad it was expected of me. They tell me I can do it well now, but I am able to keep still now. I suppose it is because I want to tell what I know and I forget to think about people or other things. I like for the boys and girls to laugh now because I know they enjoy the things I say and are interested in the report. I think learning to talk to a class has been good for me."

In a conference with Lu the teacher told her that the last sentence was not very clear to her because it did not say why she thought learning to talk to a group was good for her. After thinking a minute she said, "I believe it has made me less afraid of people. I used to be afraid of everyone. Wasn't that silly of me?"

"Do you really think you have gotten over most of it now?"

"Yes, Ma'am. Of course, I still get nervous but I am not afraid. I wasn't even afraid when we gave our play to the high

school, and after the first few minutes I wasn't so nervous either. I think it is good for me, and I'm going to take part in things in high school even if it kills me at first. It is fun after you get used to it."

"Good for you! Go to it! I've been noticing that you seem to be much happier."

"Oh! Mrs. C----! It's so much nicer out here in the country. I have my goats and guineas and even a victory garden. I always have something I can do and it's so much fun. I have raised some real nice lettuce all by myself and I'm going to bring you some. And, too, I can sing as loud as I wish to and make all of the noise I want. Sometimes Mother says I will just have to calm down or she can't stand it. Then I go outside and work in my garden or play with my goats. One goat is real gentle but the other one, oh my! You never know what he will do, but I believe I like him better. I don't know what has come over me! I didn't used to be this way."

"Aren't you just learning to express yourself? When you think and do things now you let the lid fly off instead of keeping everything bottled up inside of you. Haven't you noticed that the more you do that the less you worry?"

"Yes. I have noticed it, and I am happier now than I used to be. I like all of the boys and girls too."

"And they all like you. Do you remember Susie saying the first of the year that she was afraid to touch you for fear you would break. She said that because you were afraid to open

up and be natural. I saw how afraid you were and also that was the reason the children didn't like you. Your fear kept them from doing the very thing you so much wanted. Remember that most times people are just as afraid of you as you are of them. When you lay aside your fear they forget theirs. You are a most attractive little girl. Make the most of it and stop belittling yourself. I've noticed you always let Ruth boss you around. Of course she is nice, but you are nice and smart too. She is two grades behind you and not nearly as pretty as you. The next evening she comes in here and takes my briefcase away from you tell her where to get off, that I'm your teacher, you had the bag first and you'll carry it to the car. Assert your rights. Stick to it and you'll pretty soon see Miss Ruth change her tune. Oh yes! She'll like you better for it and even if she doesn't, you and others will. Now I wouldn't have dared tell you this earlier in the year, but I believe you know just how I mean it."

The very next evening she did just that and Ruth was so surprised that she even forgot to get angry. As soon as Lu and the teacher were by themselves the teacher said, "See! What did I tell you? You told Ruth in a nice way too. Why don't you try the same thing on Fred tomorrow when he messes things up and expects you to clean up for him?"

It worked with him, also. Of course, it took until the last two weeks of school to get Lu ready for just such a step, but even if she never gets further those two experiences compensated

her for many past events.

When it came to drill work, Lu was the old time teacher's ideal. She literally slaved over the jobs. It got to the point where the teacher had to interfere because she was staying up so late that it was upsetting her poise. Day after day she would bring in pages of problems in arithmetic for the teacher to see that she had done. One day the teacher said, "Do you do all of these because you enjoy doing them, or had you rather do less of these and do something else also?"

"No, Ma'am. There are many things that I had rather do, but I thought I needed this because I am so poor in arithmetic and it would be good for me to do."

"Let's see if we can't work out a better plan than you are now using. I have a series of diagnostic tests that pretty thoroughly check all types of our work. Let me bring you the tests, you give them to yourself, and then do the remedial work only on the types of problems that you need. That will leave you some free time to do some other things that you enjoy. You will have time to read many more interesting books. I think I heard you say that you are interested in opera. I also enjoy opera and I have three books (unusually good ones, I think) that I shall be glad to lend to you since I know you will take good care of them. I shall enjoy sharing them with you and discussing plots. Maybe you would sing some of my favorite arias for me some time. I'm sure the group would enjoy them too." Later she consented and shared many of them with the class at their various club programs.

Her face beamed as she said, "That will take a great load off of me, and I would just love to have the books. Would it be too much trouble for you to bring them to me tomorrow?" And as an afterthought, "Don't forget the tests either."

The teacher took her the books, but she did not hear anything from them until just before Lily Pons came to the city. Lu came in one morning fairly bubbling over with excitement and said, "Guess what? My father is going to take me to hear Lily Pons sing. I just can't wait! I'm going to hear her sing in the Opera, "The Daughter of the Regiment." Don't you just love it? I've read it over and over. It isn't my favorite opera because I like Carmen best of all. What is your favorite?"

The teacher said that Faust was her favorite and they launched into discussion and comparisons of operas. Then Lu shyly confided that she was making a book just the way she wanted it. "I'll bring it and show it to you sometime if you won't let anyone else see it." The teacher promised and the next day she brought it. This book was really a lovely thing. It showed that hours and hours had been spent on its construction. Some of it was quite original, even showing attempts on her part to write some original music. She was very fond of illustrations but lacked many. When the teacher offered to bring her a number of old programs and pictorial material, her face beamed. "It will be just the thing I needed," she said. "You are the only one I have ever shown my book to and I am so glad that you think it is good. I am going to keep it until I am a great opera singer," she shyly confided.



"When you are I'll come to see you. I'll be quite an old lady then, but I'll sit on the front seat and clap louder and longer than anyone."

"But that is just our secret right now," she said warningly and the teacher took the hint.

Practically the same thing happened to her in her spelling difficulties as in her arithmetic. The teacher discovered that she had always tried to memorize the words. Lu was amazed when the teacher showed her how to use the dictionary and started working with her on phonics, syllabication, and enunciation. She caught on quickly and commented on her improvement in spelling. Here is an excerpt from her last evaluation: "I am still not a good speller, but I do know I have made a big improvement. Now I can spell nearly all words that are true to their phonic parts. I have learned how to use the dictionary; in fact, I have nearly worn mine out this year. I have gotten into the habit of noticing new words that people say and that I see in my reading. At first I had to look up ever so many words but now it is getting to be fewer all of the time. I think I am beginning to talk better because of this. Mamma says I am always trying to use some big word, and sometimes Daddy laughs at me when I use a new one."

The teacher discovered in working with Lu that she could grasp a thing very much quicker in an individual conference than she could in a group, even in a small group. If the teacher could once picture to Lu the reason for doing a thing, then help

her visualize its completion, it was easy to help her to break it into manageable pieces and then tackle one piece at a time. Once she grasped this in anything the teacher needed no longer to keep Lu on her mind.

At the end of the year the teacher gave some diagnostic tests and Lu stood in the upper quartile of the group. In the teacher's opinion she faced more handicaps the first of the year than any member of the group and she worked harder to overcome them. Lu desired to achieve and she sought systematic work habits. She developed initiative in using frequently any skill she had mastered.

#### D. Hans Achieves Desired Leadership

Hans was an outstanding child in that he could see through a problem before the rest of the group had begun to realize its ramifications. This superiority on his part was no doubt a big factor in depriving him of the very thing he most craved, namely, leadership. He could not understand why the others could not see and follow his line of thought and arrive at the same conclusions as rapidly as he could. "But don't you see if this is so, then such and such must follow," he would announce to them, not realizing that he had hit only the high spots and left out all of the details necessary to make most people see and understand. The slower ones were irked by what they termed "his superior airs", and the very slow ones were confused and

resentful. This led them to hit back at him in the only way they knew, namely, by calling him "Smart Aleck", "Mr. Know-It-All", "Old Show Off" and such names. Nor did it help matters when they finally reached the same conclusions that he had long ago stated, for him to say in a superior air, "There! isn't it just like I told you? If you had listened to me you wouldn't have had to go to all of that trouble and you could have used all of that time for getting something else done that you wanted to do."

The teacher soon saw that it was her responsibility to get him to tolerate their slower pace, while at the same time he could go on to newer and wider fields that they would probably never reach, or certainly reach much later while he was forging still farther ahead. A good example was the work in arithmetic. He could state, see through, and arrive at his conclusions before the others had begun to state the problem. When the teacher would follow through step by step with the others, he would say, "But Mrs. C----, it just takes up extra time to put in all of those extra steps. You could get it in a much quicker way if you would do so and so," again hitting only the high spots.

"You are quite right, Hans. You and I can see it, but it is also necessary that the others see it too. I am putting in these extra steps for them. You go on to other things and let us work it out in our own way."

Later the teacher made it convenient to have a private talk with him. She very adroitly said, "You and I are able to skip over the details and get at the heart of the thing sooner

than the others in the group. We know it, but we don't like to take the joy out of it for them by not letting them discover it for themselves. After this let's play a game ourselves. You see how quickly you can do it if you wish, then look at me and nod or in some secret way let me know you have it. The fun will come in their not discovering our game. This will not bother the others and it will give us the satisfaction of sharing it together."

This worked well as long as he didn't forget or try to let the others know he was doing it. He was able to progress at his own pace and do many things he wanted to do.

As far as doing work was concerned he was really getting somewhere, but it still wasn't helping him to become an acceptable member of his group or a leader. The teacher tried to help him to see for himself that he must go through a period in which he almost dropped out of the class picture. He could do those things they did and more too, but he must share them quietly and contribute to the group discussion only when he was directly asked to do so, if he wished to be acceptable.

Of course, the teacher did not dare to tell him all this openly. At one time, for example, she quietly approached him and said, "Hans, would you mind paying close attention to these reports and then summarize them for the group. Where you find it necessary, add your own facts in summary form so that the whole thing will give them a strong tie-up. Now this isn't easy. It will require much research work on your part to familiarize yourself with all of it. It will be necessary for you to listen

and analyze while the others discuss in order for you to present your part afterwards as a summarization and tie-together of the whole work. I believe you can do it better than anyone else in here. It is also a kind of work that will help everyone, most of all yourself, but it will certainly demand everything you have to give it. Are you willing to try, or do you think it would be too hard for you to do?"

Hans set to work immediately. He ransacked the library for books that he needed. Not being satisfied with these, he went to the City Public Library and borrowed books there. He even got his mother to buy him some books he needed and liked. He sat in on different groups, saw them working, and heard them reporting in committees prior to a general class sharing. He consulted other teachers in the school and people in the community that he thought might be able to help him.

When the groups were studying weather he went to the local weather bureau and secured valuable materials to help him. He wrote to the Weather Bureau in Washington for materials. He even wrote to his uncle, who is head of the science department at a college, to send him any help he could. When Hans had received all of his materials, he had a bulletin board display of them and shared them with the class.

His summarization of the entire weather unit was so well liked by the group that they all asked him to summarize the next unit, "Our Universe." "We didn't ask you to do Weather," several of them said, "because we didn't know how important it was to get a good picture of the whole thing. This time we want to make

sure we get it again so we want to ask you right now before we start it."

"Yes, let's call him the Roving Reporter," John added.

"A good idea," chorused the whole class, so the Roving Reporter became a necessary part of each group and the total class.

When this work was done he confided to the teacher that he thought it was the best piece of work he had ever done and the most enjoyable. "You know, Mrs. C----, my daddy used to be a principal in one of the city schools and he knows so much about astronomy. He took me out at night and helped me study the stars. I have learned so many wonderful things about them. I even went down to the Y.M.C.A. with Daddy and heard a man lecture on astronomy. I have just 'loved' this work and I have made a big book telling all about all of the things I have learned. Would you like to see it?" he said with a beaming face as he produced the book.

The teacher marveled as he displayed and explained its different parts. "Why don't you share this with the rest of the group like you did your weather material?" the teacher asked him.

"I will, just as soon as I give my final report to the class," he said. "That report is due this week. Then I'm going to put the book on our work table so anyone can see or use it that wants to, but when they finish I would like to have it back to keep because I'm very proud of it. I put so much work into it and enjoyed it so much that I should not like for it

to get away from me. Maybe as time goes on I will be able to add more to it and who knows but what it might amount to something some of these days. Whether it does or not, I'll have had the fun of making it."

The teacher was eager to keep it for it was the best single piece of work done by any member of the group during the year. All of it was his own original work, showing how well he had grasped the subject and what amount of work he had had to do in order to produce such a thing. The one phase that particularly interested her was his drawings of the heavens as he saw them early in the morning on his way to the dairy barn to milk. His Christmas Eve Night drawing was unusually good, and his story "My Reflections on This Night" was exceptional for a child of this age, the teacher thought. His talks and views expressed about things his father had shared with him were very interesting to the teacher. It revealed a common interest beautifully shared between an understanding father and son. As the teacher read it and later heard him tell it to the group she thought, "No wonder you feel it is your best work because you have lived a beautiful experience with a most understanding person. He has given you more than we could ever have hoped to. It was indeed fortunate that you should have been selected for this work and this topic. Now it is your favorite interest as well as his, and it is and will continue to be a great source of pleasure to both of you. As a result of this the whole group profits.

When his mother saw the teacher at the next P.T.A. meeting

she said, "Mrs. C----, how in the world can you do it? Last year his teacher told him he had to write a two page theme once a week and he nearly drove me crazy, first complaining about having to do it and then finding enough words to fill two pages. Now he tells me he doesn't have to write anything and still he sits down and writes a good-sized book. It's the first time in his life I have ever seen him enjoy writing. It doesn't make sense to me, but I declare I have a time getting him to bed these nights."

"Oh! It's just having him learn his three R's in another way," the teacher told her. The mother had previously been one of the strongest critics of the newer methods.

The class had begun to appreciate Hans' capabilities. They began to realize he could give them something. In turn he began to learn that it was more fun to go along with a group than it was to try to pull them. For the first time they began to appreciate each other.

By this time the teacher had become enough acquainted with her group to be able to pick out those persons who were able to work with Hans and still not let him dominate them. The teacher asked Hans to help them learn some short cuts in solving problems. She said, "Now see if you can't be patient with them. They won't always see your short cuts but if you are a good helper it will be your business to help them to see it. Try to make yourself willing to be argued with and let them present their viewpoints. If you can learn to see their points, they will be more willing to try and see yours. It is only through a give and take



that you really learn all sides of a thing."

"I'll try," he said, and he meant it.

He formed his little group of five and they started to work. Often the argument became so heated that they would call the teacher for consultation, but she noticed that they always went back at it harder than ever. Hans really tried to lay aside what the others termed "that know-it-all way" and meet them on their own level. They showed him they were willing to follow him only so long as there existed equality and toleration. They did not docilely accept his point but challenged him to make good with them if they continued to accept him as their leader.

As Hans learned the spirit of give and take and how to give in cordially when he was wrong, he also learned not to brag over a point won; instead, he merely let it go as a proved fact. They, in turn, recognized this and were not so ready to challenge him on every little incident. By degrees they began to accomplish so much and make the conferences so worthwhile that others were drawn into the group.

It was noticeable that when the group became too large they lost interest and usually formed into smaller ones.

Hans became able to hold the smaller unit, but he was never able to handle the larger organization for any great length of time. He did not appear at his best in a large group. It is the teacher's own personal opinion that Hans will never be able to influence a crowd or command a large following. Rather, he is the type that will be able to gather around him a select few

and derive his satisfaction from these. He is emotionally high-strung, can be easily upset, is quite sensitive to adverse criticism, and inclined to be intolerant of the other fellow's viewpoint when it doesn't co-incide with his own.

He had a habit of sharply disagreeing with another when he thought they were wrong. His mannerism in this disagreeing always had the most unpleasant effect on the other fellow. The teacher has seen other children argue with him even when they knew they were wrong rather than admit to him that he was right. Several of them would say to the teacher after such an encounter, "I know he was right, but I wouldn't give him the satisfaction of admitting it because I couldn't stand his way."

Occasionally the teacher encountered the same thing and she found herself reacting in a like manner. In talking with Susie and Evelyn one day they remarked, "You don't seem to get mad with Hans when he disputes your word like some of the other teachers did. Why, last year Miss X would hit the ceiling sometimes. Don't you really mind it?"

"To tell you the truth, for just a second or two I do, but then I realize that it is just his way and that he doesn't mean to be impertinent. I think the same is true with the rest of you too. I hope all of you will help him change that little way so it won't make people continue to feel that he is objectionable."

"I believe everyone would like him better if he knew how to disagree with a person without making you feel he was being ugly about it," Evelyn thoughtfully stated.

"I'm sure you are right," Susie replied. "Most of the time I like Hans but he certainly makes me mad sometimes."

Not long after this conversation in the Current Events discussion during a morning news broadcast, Artie had announced that Francis Biddle, the Attorney-General of the United States, was to rule on the deportation of Harry Bridges. Hans corrected him after Artie's broadcast and said that Robert Jackson was Attorney-General. Most of the class agreed with Artie, but Hans stubbornly refused to give his point. He found the World Almanac which gave Jackson as the Attorney-General. The group tried to convince him that the change had been made since the almanac had been printed, but he still couldn't be convinced. Finally it was suggested that someone write to the News Leader for information as they could not find proof of it anywhere in print right then. Hans volunteered to write the letter himself and was chagrined when he received the information that he was wrong. He did not produce the letter at first, but waited until the class was talking about writing again. Of course, when he finally produced it things were worse for him.

Mearns, his old antagonist, said, "Yes, Hans just can't take it when he isn't right. He's always ready to correct the other fellow, but he can't let anyone else correct him. That is the thing I just can't stand about him."

The teacher saw where things were headed, so she quickly stepped in and said, "Oh! we all have our failings. Watch out, Mearns, that yours doesn't become a too sharp criticism of others."

We all know in here that your bark is worse than your bite," this said to the accompaniment of an understanding grin. Hearn gave back the grin and the incident was closed as far as he was concerned.

Later, when the teacher got Hans to himself she said just as quietly and conversationally as she could, "Don't you think it laid you open to criticism when you didn't tell the group immediately after you got the letter? It put you in a bad light with them. I wonder if you couldn't change that way of always being on the defensive about a thing. It makes other people angry and much more unwilling to grant you your point." As she slipped her arm around him she said, "I think you know me well enough to understand just how I mean what I am going to say. I know how the children feel when you disagree with them because for just a second or two it makes me feel the same way when you disagree with me. I know you don't mean to be ugly so I try not to show that I feel that way, but the children don't know it or don't stop to think about it. I think it hurts you with them more than anything else. If you could change your manner to them I believe you would see a great difference in their manner towards you. Would you be willing to try it, if I promise to help you all I can?"

He smuggled close up to the teacher and said, "I have known it for a long time, but I don't know what to do about it. Even the other teachers disliked me for it. I suppose I just can't stand to be beaten."

"But you have sense enough to see that it never really gets you the thing you want. Suppose you try another way and see if it does," the teacher reasoned with him.

"I'll be glad to try, but I expect it will take a long time," he said.

"It will take just as long as you want it to," the teacher answered. "It depends on whether you really want to break yourself of a bad habit or not. I think you can do it just as well as you do other things, if you make up your mind to it."

This was the challenge he needed and he was quick to respond. His motivating power all the way through was "accept a challenge and respond." The teacher's aim was to have him respond in the way that would benefit him most.

Time and again the teacher saw him make a big effort not to be the first to notice and correct a statement of another. Instead, he watched how different members of the group corrected it. As a general rule, Stowe caused the least offense in making a correction, but still he got his point across. His method was usually, "He [referring to the person making the error] said such and such a thing, but don't you think he really meant so and so." Most always that person in error either saw his mistake or gracefully allowed himself to be set right. There was usually very little friction there.

Hans began to try to use this method. At first he did it very awkwardly and didn't always succeed, but the teacher felt sure the children realized what he was trying to do, especially

Susie and Evelyn, and they helped him as much as they could. As was to be expected, Mearns was the last to admit his effort.

Another big difficulty he had previously had was not being able to get along with his peers on the playground. This had led to many quarrels and hard feelings in previous grades as most of the children testified. They called him a tattletale and cry-baby because he always cried when things didn't go his way after which he would go and tell the teacher.

The teacher was acquainted with these facts early in the school year. She took aside the whole group of boys right after the first episode and they had a thorough discussion about sportsmanship and fair play on the playground. It was suggested that they draw up and define certain rules of conduct that all of the boys should observe. The teacher advised that they do it themselves and call her in, if they needed her. When the boys had finished, she said she thought it would be a good idea for them to explain the rules to the girls and her in order that they might criticize and suggest other points when they saw a need for them.

The boys welcomed the idea and set to work with a will. They did it so well that the girls were duly impressed. This stimulated them to have Hans type the rules and put them on the board where all would see and be reminded by them.

Hans gladly did this and not once after that did he by word or sign let the teacher know if things did not go well with him on the playground. The teacher got reports from others, but never from him. Susie, as safety patrol, several times reported to the teacher that she thought that Mearns was unduly rough or

hard on Hans. One time she reported that Mearns dragged Hans through the mud to soil his new scout suit. In reporting she said, "I told Mearns if he didn't do better that I expected to tell you and have you do something about it. It was no sense in carrying on like that. He said that tattletale and cry-baby would do that for me. Has Hans ever told you anything about it?"

"No, he hasn't and I want you to let me know if any more of that goes on. I don't want to interfere because it might have the wrong effect on Mearns and make him believe that Hans told even when he hasn't. We don't want such conduct and I wish you girls would tell Mearns what a big bully you think he is. I believe it will do more good than if I had a talk with him."

The girls did and the teacher never heard of Mearns turning to such drastic means again.

The final phase of this came when Mearns himself reported on it to the teacher. (See Mearns' case study.)

In the end Hans rightfully came into his own in the realm of "book sense" as Mearns termed it. His ability was not only recognized but appreciated. By the end of the year they didn't mind running to him and saying, "Hans, is this the right way to do this problem?" "Hans, did Helen spell that word right?" "Hans, can you tell me where I can find information on such and such a thing?" "Hans, will you help me rewrite this paragraph. It doesn't sound just right to me."

On the playground he was respected as an individual who had equal rights and privileges with the best of them. He no longer felt it necessary to swagger or brag. He had that feeling of

belonging to the group which made such gestures unnecessary.

Hans had always craved affection but had been afraid to show it. Now he did not mind hanging around both girls and boys and being one of the gang. He was very affectionate towards the teacher and was delighted when she showed him any marked affection. He got so he never left school in the evening without first having a little private conversation with her or trying to get some particular notice. This she gladly gave him because his mother was of the type which never displays affection, being reserved, very intellectual, and a most capable leader. She had held many important offices, such as President of the P.T.A., President of the Woman's Club, an office in the State Co-operative Association and various offices in her church.

It was gratifying to Hans when he was selected to be Uncle Sam in the school May Day play, but it was particularly so when the group selected him to lead them in the radio program. Here he knew that no teacher had used her influence, but his selection was deliberately made by his group because they considered that he could do very much better than any of the rest. He realized that they knew he could be depended upon to help the others out of a tight spot, if they needed it.

Deeper than all of this, he knew that he was at last measuring up to what his mother had always expected of him. He was doing in his own way the same kind of thing that she was constantly doing. He had come into his own with her.



### E. The Teacher And Group Plan Situations For Dan's Development

Dan was an easy, quiet type of child who attended to his own business, and made it plain that he desired no interference from others. For example, when his turn came in an experiment to care for the rats, he would listen to the other children's advice on the best way to do a thing. Often-times he didn't offer a single disagreeing word while listening and then he would do it his own way. The children frequently remarked that they knew only by his actions whether he agreed with them or not.

The teacher felt the same way about her work with him. She was never quite sure whether she had been able to give him the kind of help he desired. A good illustration of this was when he came to her and said that he was not able to get the difference between the volume and the area. The teacher worked with him in every way she knew how to try and show him the difference. He finally agreed that he saw it and went back to his seat. Quite a while later he said out loud to himself, "I see it now. I really see it." The children laughed and asked him what he saw and he said, "Why, the difference between volume and area." All the time the teacher had thought he understood her explanations but hadn't realized that he was the type of person that had to work it out in his own way to his own satisfaction.

The same was true in his spelling. He had difficulty associating words with ideas. If he could once see their relationship, it was easier for him to spell the word. The group

learned that there was very little any of them could do to help him get this association. He had to take the word and ponder over it until he worked it out for himself.

When they were painting the room he came without his lunch the first day. He became so interested that he didn't want to take the time to go two miles back home. The group and the teacher offered him part of their sandwiches or some money to buy something to eat. He finally said his mother had a charge account at the store and he would get something there. It was not until the room was warm that the teacher learned from his mother that he hadn't eaten anything until he got home late that evening.

His mother's opinion is that he is very quiet but stubborn. She said she felt he needed a father's care which he had never known. His father died when he was four years old. He was the youngest child in a family of six, and she feared that his older brothers and sisters both teased and spoiled him. She confessed her inability to understand and help him at times, ending with the statement that "he couldn't bear to be criticized and that she had to be very careful in her way of correcting him."

The teacher and the group were always running up against this same problem. Dan couldn't bear to let himself get in any situation where he felt that direct criticism or comparison of himself with others might occur. When the group gave their plays for the high school they wrote a part that just suited Dan, but they were never able to persuade him to act it. Instead, he elected himself to pull the stage curtains and switch the lights

and no amount of talk could get him to do anything else. Again in the May Day program the teacher and the group tried to get him to be the flag signaler for the Boy Scouts, since he was better at this than any in his troop, but he flatly refused saying, "I'm not going to have any old people looking at me all of that time."

The group was more successful when it came to reports. At first he refused to give one, but by degrees his class led him into giving short reports to a small number, and as he became familiar with the idea he was finally able to talk to all the members. Their greatest achievement in this field was when they succeeded in getting Dan to give the safety report to the S.C.A. He was co-Captain of the Patrol. When Susie was appointed S.C.A. treasurer to fill out an unexpired term, she told Dan he would have to give the report since she couldn't do both. At first he refused, but Susie and the group helped him prepare the talk and Susie told him he could take the paper with him and read it if he got excited. He did get excited to the extent that he read it, but the next time Susie had him practice before his classmates until he felt more confident. That time he only referred to the paper twice. When members of the organization complimented him on how well he did, all he said was, "I ought to have done better than that."

At the spelling baseball party the losing side entertained the winners. The defeated team decided that each person should be responsible for the person whose name came opposite his on

the winning team. It so happened that several boys had to entertain girls and vice versa. This did not make any difference with any of the losers and they decided to not let the winning side know what they had planned until the party. Lu drew Dan and when it came time for her to sit with him during the refreshments he emphatically refused. Different members of the group and the teacher tried to reason with him, telling him he might hurt her feelings. He said he didn't care if he did, that he wasn't going to have nothing to do with any old girl anyway, and besides in his opinion it was a dumb way to plan a party anyway.

Charles came to the rescue by saying, "Let me sit next to Lu and talk to her. I like her and most girls. Dan can sit next to me and he won't have to talk to her if he doesn't want to. I'm glad now my partner has mumps for I'll have extra eats and a pretty girl to talk to, besides."

Dan rather unwillingly agreed to this and scarcely spoke to anyone during the refreshment period, but Charles had much fun. He told Lu several times that he had enjoyed the "eats" and how glad he was to have her for a partner. The teacher never knew how this affected Dan, but he was gracious enough to thank Lu when the party was over. Afterwards the teacher told Lu she was glad that she hadn't let Dan spoil the party for her. Lu said, "It's no use to act silly about such things, and I believe he was more bashful than anything else."

He was very fond of animals as was shown in his care for

the rats in the rat experiment. During the painting episode he kept them at his home so they could receive better care. One of the few times he expressed a strong opinion was when the group began to comment on how much the water-fed rat had dropped behind the milk-fed one, and if this were kept up long enough what it would do for him. Dan came out with, "Poor little fellow! I think it isn't right to treat him like that. If I had my way I would give him some milk." Needless to say the rats responded to his care better than most others in the group.

In the first self-evaluations the group made, he showed an unwillingness to participate. Here is his evaluation: "I haven't ever done such things before and I don't know anything about it or what to say about myself. I think the teacher ought to just let us go along and she can put down anything she thinks about us. I reckon I do about as good in my work as most of the others except Stowe, Hans, Evelyn and a few of the other real good ones who have always been smarter than the rest of us. This is all I know about myself."

This is his last evaluation entitled: What I Have Done This Year: "I wasn't very good in my spelling at the first of the year. Since then I have studied hard and I think that I have improved very much because I can now understand words better. I knew my arithmetic at the first of the year but a lot of improvement has been made in thinking through things. I didn't like to read when I came into the grade. This put me behind in my social studies. I have learned to enjoy books this year, and

I think this has been more help to me than anything else I have done. It has made me like my current events and helped me read the paper more. Now I am as good in them as almost anyone in the group. In my English I have enjoyed studying with the group and I think I know it all right. I have worked and tried to do everything I knew, especially what I was told to do. I have worked hard this year and I have done the most I could. I think I should pass."

This was tagged on as an afterthought: "I have liked most everyone in the group and got along pretty well with them. I don't like to do things before people. I did learn to give reports to the group, but I don't like it."

#### F. The Group Influences Rand's Way Of Living In The Classroom

Rand was new in the school and in the class this year. He came from a smaller school in the county which was rather scorned by the children; they said, "That school is no good. They don't teach you anything there."

His work did indeed show that he was behind the others in achievement. The group organized a spelling game that they played every Friday. They used their class word list for the game. Rand could not spell; hence, he was a handicap to the team. The captain and his helpers got together to see what they could do about him and decided they would take their spare time to help him learn his words. They helped him syllabicate the

words and they struggled with vowel sounds. They found him both willing and eager to co-operate and often the teacher would see them hard at work with him. Even with all of this effort, positive results did not show in his spelling until the middle of the year.

One thing that had impressed the teacher rather unfavorably when he first came in the group was his slipshod ways and his unneat, very often dirty appearance. Being new to the school and grade, the teacher rather hesitated to approach him on this subject at first, and then it seemed to be no longer an annoyance to her. She did not attempt to analyze it at the time because she was so engaged with more dynamic personalities and events.

It was not until after the Christmas holidays that the teacher was jarred out of this half-conscious state. After observing for some time in the room, the supervisor said to the teacher, "What in the world have you done to Rand?"

"Why? What?" the teacher rather apprehensively enquired. "I'm afraid I've neglected him. Is something wrong with him?"

"No. There is nothing wrong with him. On the contrary things seem to be very much better. If you had known him as I did last year, then you would realize the great change that has taken place in his appearance. He used to be plain down dirty. I've been observing him since I came into the room and I scarcely know him for the same person. His expression has actually changed. He looks fairly intelligent now."

The teacher took a good look at him and said, "Don't give me any of the credit. Whatever change has taken place is due to the group and not to me; in fact, I had not realized it until you called it to my attention just now. I have had my hands so full of other problems that I haven't realized what was taking place. I have not given him any undue attention. The group influenced him but from now on I expect to observe just what they are doing and how they are going about it." From then on the teacher began to study him more systematically.

She soon noticed that Rand greatly admired Stowe who sat next to him. She also noticed that Stowe was generally patient and helpful to Rand, even when he was busy. He never refused to help Rand; often when it was necessary, he took the time to show Rand how best to do a thing. She saw that Rand realized that Stowe did superior work and was capable of helping him.

As the teacher's observations increased in frequency, she saw that Rand could hold his own with Stowe or any of them when it came to arithmetic. He enjoyed reasoning out problems with the best of them. When things couldn't be settled to their mutual satisfaction, quite often they appealed to the teacher for her opinions. This ability gave Rand a certain prestige with the whole group. His greater knowledge of measurement when the class painted the room materially contributed to this respect from the group. If he could meet them here as an equal, he didn't mind submitting to their coaching in spelling or their



help in his other work.

Rand's improvement in personal appearance, the teacher suspected was partly due to his imitating Stowe, and also to his admiration for a girl who sat near him. She was careful of her grooming and his liking for her influenced him to try to appear at his best around her.

The leader of his first group came to the teacher several times in the course of their work and told her that Rand was not trying to do his work thoroughly, and what did she think was the best thing to do about it. Each time the teacher suggested that the guide give him special attention and see if he could help him get straightened out. When he again reported that Rand was still not co-operating, the teacher planned a conference with both of them the next day.

At the conference the leader very nicely, but firmly, stated that Rand was indifferent about his work and was not assuming his share of the group load. Then he pointed out the hardships this was working on the others. He said, "It makes it harder for all of us when Rand won't do his part. We don't think that is fair to him or us either."

"You see what he means, don't you, Rand?" the teacher enquired.

"Yes'm, but they expect you to work all the time," he answered.

"Isn't that what we are here for?" demanded the leader.  
"You just try getting really interested and you'll see how fast

the day goes. I've found if you mope about a job it takes you longer to do it. If you get right in and work, it's lots of fun."

"Rand has taken up right much of your time, hasn't he?" asked the teacher.

"Yes, but I don't mind if he will just use it to help himself and the group," he answered.

"Suppose you let me help Rand awhile, if it is agreeable with him," the teacher suggested. "It will give you time to get caught up on other work."

"That is O.K. with me, if it is with Rand," he said.

Rand looked bothered but finally came out with, "I'd like to stick with the group. I know I haven't been doing my part, but I'll try to do better from now on. It's not that I don't want you to help me, Mrs. C----, but I don't want the others to think that I'm no good. I haven't been much, but I'll do better from now on if they will let me."

He did stay with his companions and this was the last time that they ever brought a complaint of his not doing his share of the work. From this time on Rand began to learn how to work with a group. He never succeeded in reaching the higher level of co-operation that characterized the superior group, but he did improve to the point where most members of the class remarked, "Rand certainly has improved in his ability to tell things so others can understand what he means."

Later in the year came these criticisms, "Rand didn't

try to stick so closely to his notes while he was telling us about it," said Evelyn; "He showed that he had used several sources for his material," remarked Charles; "It sounded more like it was his work than something he had copied from a book," came from John; "I liked the way he has improved in his delivery. He looked straight at you and made you believe he was interested in what he was telling you. This in turn made me more interested in what he had to say," said Emmett.

Parallel with this effort there arose a much more serious problem in relation to himself and different members of the group. He had one bad habit that the class was never able to break. He was always wanting to borrow a nickel or a dime from someone. At first they lent it freely, but one day the teacher noticed that John, who was usually generous, refused to lend him a nickel. Upon an aside inquiry John rather hesitantly said, "Mrs. C-----, I've made up my mind I'm not going to lend Rand any more money until he pays me back what he owes me. He never says a word about that fifteen cents. I wouldn't try to borrow more money from anyone if I already owed him and hadn't made any arrangements to pay it back."

"I think you are right, John," the teacher replied. "Is there any way that I can help you about it?"

After thinking a minute he said, "I don't expect you had better interfere in it yet. Maybe things will work out all right. Let's hope so for I'd hate to think that he is dishonest."

Friday a school movie was scheduled. This meant that each

child had to pay an admission fee of eleven cents, if he wanted to see it. The teacher noticed Rand interviewing several members of the group before nine o'clock. When the bell rang, he came to the teacher and asked her to lend him the money. She lent it to him without saying anything about her conversation with John. She noticed that the majority of the children watched her with a great deal of interest, but they said nothing at the time.

At noon recess Teddy came to the teacher and said, "Mrs. C---, you'll never get that eleven cents back from Rand for he won't pay back a thing that he borrows. He owes about half of the people in the room and he won't do a thing about paying it back. We all refused to lend it this morning and we were in hopes you wouldn't do it either."

"But I had no reason to refuse to lend it to him. You know my rule of lending anyone money once and then no more until he repays it. He has never borrowed any money from me before and I wouldn't refuse him since I have been lending to all of you. Why don't you adopt my rule on lending?"

"We are, as far as he is concerned," Teddy asserted.

"I think we ought to do something about his borrowing and not paying back. If he keeps that up he won't have a friend in the group. Besides, when he grows up, how does he expect to carry on any business if people won't trust him. Don't you think it would be a good plan for us to try to break him of this habit?"

"Indeed I do! What do you think would be a good way to go about it?"

Just then Susie, Evelyn, and Hans came into the room and Teddy said, "Let's get these three into it and see how they can help us. He owes all of them money too."

"Yes. I'll get into it right away if it means getting me some money," said Hans. "I could do with an ice cream sandwich right now, if I had one of those nickels Rand owes me."

"I think it would be best to have a meeting of everyone Rand owes money to and have all of them agree on a plan," Susie suggested.

Everyone thought this was a good plan so they agreed to contact all of Rand's debtors and have another meeting the next noon recess.

"I think we ought to let his parents know about him," Paul said when they met.

"That wouldn't do a bit of good because his father is just as bad as he is. He owes my daddy money now that he said he would never get", Tim stated.

"I think we shouldn't have anything more to do with him until we get it," Evelyn declared.

"Boycotting him would be a very poor way to do, I think," said Artie. "We would just turn him against us and not do him any good either. We ought to work out a better way than that."

"Do you think we ought to take him to the principal and see what he can do about it?" John asked.

"No. I think Mrs. C---- could manage it better if we did that way, but I think we should work it out ourselves," Susie declared. "We did the lending and we should do the collecting,

I think."

"Don't you think, too, while doing the collecting that you could help him?" the teacher asked.

"Suppose we call Rand in and tell him just how we feel about it," Stowe suggested.

"You mean right now?" John asked.

"Why not?" Stowe said.

While John went to the playground for Rand the rest decided maybe it would be best for the teacher to leave and let them settle it themselves, so she heard from Susie later what happened.

They told Rand how they felt about it and how it was affecting them and him, both. "At first he got huffy about it," Susie related, "but when he saw that we were not mad but wanted to do the right thing by him, he came around all right. He has promised to take each of us at a time and pay us all back. It will take him a good while but he can do it if he wants to. I hope he will for it makes us all feel better to know that he intends to try. I believe he will feel better about it too."

He kept his promise and did pay everyone back, but just as soon as he finished paying his debts he started borrowing again. The children lent to him again, and again he was lax about repayment, so much so that, unknown to the children, the teacher had a conference with him. He rather ruefully told her that it was a habit he had gotten into and he found it hard to break. She tried to point out to him how undesirable such a

habit was, and one that was apt to cost him many friends if he continued to keep it. He agreed with her, but she fears he didn't take it greatly to heart as he continued to practice it.

He did return most of his borrowings, but not until he was first asked several times by the lender. When school closed, he still owed three people and an I.O.U. to the office for a basket-ball game he had seen in March. The group worked on him to overcome this habit, but the teacher fears Teddy was right when he said, "It looks like Rand either doesn't care or hasn't got enough backbone to do what he knows is right. He will have to get out of that if he wants to have any friends. We have tried to help him all year, but everyone gets tired sometimes and decides to quit. I've come to the quitting point right now."

"I wouldn't feel too harshly about it if I were you," the teacher advised. "Often we never see the results of our work until the next year and sometimes much later. You will have to watch and see if we have helped him more than you think now."

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### Vita

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Her professional experience consists of twenty-two years of teaching in four counties of Virginia: two years in Highland County, three years in New Kent County, one year in King William County, and sixteen years in Henrico County.