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A Critical Analysis of an Experimental Curriculum for an Upper Grade Educational Center in a Depressed Urban Area

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**A CRITICAL ANALYSIS OF AN EXPERIMENTAL
CURRICULUM FOR AN UPPER GRADE
EDUCATIONAL CENTER IN A
DEPRESSED URBAN AREA**

by

Joseph Connery

**A Dissertation Submitted to the Faculty
of the Graduate School of Loyola University
in Partial Fulfillment of the
Requirements for the Degree
of Doctor of Education**

1960

LIFE

Joseph J. Connery was born in Chicago, Illinois, May 27, 1923.

He was graduated from Hirsch High School, Chicago, Illinois, June, 1939, and from Chicago Teacher's College, February, 1948 with the degree of Bachelor of Education, and from Loyola University, Chicago, Illinois, February, 1952, with the degree of Master of Education.

He was a bomber pilot in World War II in the European theater. He flew B-26 Marauders and participated in high and low level bombing. He served in navigation, strafing, and reconnaissance. He was a flight leader in the 9th Air Defense Command and received the Air Medal with four Oak Leaf Clusters and the European Theatre Medal with three battle stars. He was wounded in Holland in 1944. He served five years after the war as a reserve officer.

He served as head teacher of the Sexton Branch for Mentally Handicapped in 1949 and from 1952 to 1955, he was the assistant in the Bureau of School Population and Facilities Survey of the Chicago Board of Education. He became principal of the new Julius Hays Hess Upper Grade Center in September of 1955.

He is married and has six children.

PREFACE

Periodically, surges of attention and publicity are directed to the problem of the school in an overcrowded, poverty-stricken, depressed urban area. This agitation usually brings forth a deluge of quick, stereotyped sociological answers suggesting what should be done, a surface analysis of the problem, and an explanation of the obvious factors which cause undesirable behavior.

The Chicago community of Lawndale has, in recent years, been the recipient of a large Negro immigration from the southern states of this country. The community has, through conversion, overcrowded existing dwelling units. This congested housing has, in turn, overcrowded the schools. The community changed from a stable area of the city into a high delinquency, low income, high transiency area.

The Hess Upper Grade Center, located in the geographical heart of Lawndale, was designed to make a positive attack on the educational and social deficiencies that have accompanied this population movement.

The purpose of this paper is to analyze the problem; to present the facts as they exist; to detail the Hess program as a partial corrective for the cultural and academic deficiencies of the community; and to evaluate the results of the Upper Grade Center Program in this area.

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CHAPTER I

GENERAL BACKGROUND AND THE LAWNSDALE COMMUNITY

The last two decades have brought great changes in the population composition of the northern cities of the United States. Although, in some urban areas, these changes have been the result of the immigration of the rural southern white, the Puerto Rican, or the Mexican, the majority of the migrants to these northern urban communities have been southern Negroes.

Chicago provides no exception to this characteristic pattern. The Negro resident now occupies what were heretofore all-white neighborhoods, and this change has been accompanied by overcrowded dwelling places and by apartments which, in order to provide more dwelling units, have undergone structural conversion, both legal and illegal, or whose normal level of occupancy has been expanded by the most insidious technique of all, the "in use" conversion. By this latter device, entire families, housed in what formerly were single bedrooms, share kitchens and bathrooms with innumerable other families similarly housed.

As a result of this population increase, neighborhoods which were formerly amply provided with school housing have been suddenly deluged with children in numbers far exceeding the capacity of existing educational plants. The two factors which

are primary causes of this condition are sheer numerical increase and the atypical distribution of the city's non-white population.¹

The population increase in Chicago has been documented by the Greater Lawndale Conservation Commission.

As evidenced in Table I, the population of Chicago grew from April, 1950 to July, 1957 by 125,300 individuals, a percentage increase of 3.5. It is significant that, during this same period, the white population of the city declined by 114,300, or 3.7 per cent, while its non-white population was growing by 239,600, an increase of 47.0 per cent.² This non-white growth, incidentally, is roughly equivalent to the entire population of Dayton, Ohio.

The age distribution of white and non-white inhabitants of the city of Chicago is revealed in Table II. According to this tabulation, between April, 1950 and July, 1956, the white population between 0 and 14 years of age increased by 57,300; during this same period, the non-white population in this same age group increased by 93,800. While the 1956 population is estimated, school enrollment statistics tend to demonstrate their validity.

This heavy immigration into Chicago generally, and into Lawndale particularly, has had many effects other than a mere nu-

1 Table I, 3

2 Table II, 4

TABLE I

POPULATION IN THE CHICAGO STANDARD METROPOLITAN AREA,
CITY AND RING, BY COLOR: ESTIMATED, 1957 AND
ENUMERATED, 1950

Population group and area	Population in thousands		Change 1950-57	
	April 1950	July 1957	Numeri- cal	Per cent
<u>Total population</u> CHICAGO STANDARD METROPOLITAN AREA	5,495.4	6,348.0	852.6	15.5
City of Chicago	3,621.0	3,746.3	125.3	3.5
Metropolitan Ring	1,874.4	2,601.7	727.3	38.8
<u>White population</u> CHICAGO STANDARD METROPOLITAN AREA	4,890.2	5,452.4	562.2	11.5
City of Chicago	3,111.6	2,997.3	-114.3	- 3.7
Metropolitan Ring	1,778.6	2,455.1	676.5	38.0
<u>Non-white population</u> CHICAGO STANDARD METROPOLITAN AREA	<u>605.2</u>	<u>895.6</u>	290.4	48.0
City of Chicago	<u>509.4</u>	<u>749.0</u>	239.6	47.0
Metropolitan Ring	95.8	146.6	50.8	53.0
		<u>per cent non-white</u>		
CHICAGO STANDARD METROPOLITAN AREA	<u>11.0</u>	<u>14.1</u>
City of Chicago	<u>14.1</u>	<u>20.0</u>
Metropolitan Ring	5.4	5.6a

a "Population in the Chicago Standard Metropolitan Area,"
Chicago Community Inventory, Chicago, February, 1958, 10.

TABLE II

AGE DISTRIBUTION OF WHITE AND NON WHITE POPULATIONS
 IN THE CHICAGO STANDARD METROPOLITAN AREA,
 CITY AND RING: ESTIMATED,
 1956, AND ENUMERATED, 1950

Area and age	White		Non-white	
	April 1950	July 1956	April 1950	July 1956
CITY OF CHICAGO	<u>population in thousands</u>			
All	3,111.6	3,018.6	<u>509.4</u>	<u>704.2</u>
Under 5	273.0	275.2	54.2	104.5
5 to 14	389.3	444.4	72.2	115.7
15 to 24	402.2	350.5	76.4	90.8
25 to 34	529.5	451.8	103.3	132.7
35 to 44	492.2	466.7	85.2	106.6
45 to 54	423.6	398.2	62.9	78.3
55 to 64	350.6	340.1	32.7	47.1
65 and over	251.2	291.7	22.5	28.5 a

a Ibid.

merical increase in non-white population. It has brought with it profound changes in community and family life which have, in turn, placed additional demands on the educational offering of the city's schools. Any objective appraisal of this problem must be based on an assessment of the background of the southern Negro and an analysis of the Negro as he adjusts to and functions in the urban community.

E. Franklin Frazier of Howard University refers to the southern plantation system as "a capitalistic form of economic exploitation,"³ and describes one of the resultant characteristics of this system as follows:

At any rate, the Negro does not evaluate the labor which he furnishes the landlord in terms of money or rational quantitative terms. The landlord keeps the books and the Negro must accept the landlord's word as to whether the Negro is in debt to the landlord. When the Negro enters an economy based upon money, money appears to him sometimes as a magical object, or he has no real conception of its quantitative aspects. Moreover, it is obvious that under the plantation system, there is no relation between effort expended, and the amount of money one receives. Money does not represent a reward for effort and there is no incentive to save.⁴

Under the plantation system there was little schooling in self-reliance and self-direction and the tradition of depend-

3 E. Franklin Frazier, "The Cultural Background of Southern Negroes," Selected Papers, Institute on Cultural Patterns of Newcomers, Welfare Council of Metropolitan Chicago, January, 1958, 7

4 Ibid., 8

ence was perpetuated. A corollary to this condition of dependence is the absence of the idea and meaning of time, a functional deficiency which has created a problem as the migrant moved from the rural society of the south to urbanized northern communities. One of the more interesting results of the absence of the time concept is that many children are habitually late to school, giving as an excuse for their tardiness the fact that they have no clock in the home. This concept of punctuality seems to be one that might well be inculcated by the school at an early age since metropolitan social and economic life operates on a rigid time schedule and wages are largely determined by hours worked.

Parenthetically, it might be remarked that it is less discriminatory to emphasize these points. It would seem to be more discriminatory when they are not accurately appraised and when regional characteristics are identified as racial characteristics.

When an individual with a socio-cultural background weak in the concepts of money, self-reliance, and time, migrates to a highly congested urban area, his integration into this new industrial society is frequently fraught with difficulty. Indeed, it would appear probable that such deficiency in these three concepts would make easy adjustment to an urbanized community impossible.

This analysis of the southern rural Negro culture, if it is valid, and if, as the author suspects, this socio-cultural

pattern is carried over into the urban community, may serve as a partial explanation of some of the viewpoints that James R. Smith, a Negro leader and newspaper executive, feels are held by many of the estimated 156 million non-Negroes in the United States. Smith says:

Perhaps they are school teachers who see an apparently disinterested parent who shows little concern for the welfare of her child, as indicated in the small attendance of parent-teacher meetings, or a seeming lack of interest in the future of her child by the response to truancy or poor grades. This may be their understanding of the 'Negro.'

Perhaps they are in the department of welfare watching the constant increase in illegitimacy and need for relief, noting a reluctance of many of 'these people' to get off relief and classify, as a result of what they have seen, Negroes as lazy; this is the 'Negro' to them.

Perhaps they are policemen or other city officials in the municipal or magistrates' courts observing the endless procession day to day of Negroes in trouble for 'numbers,' bootlegging, fighting and petty thefts, and they believe that this is the Negro.

Perhaps they are in our Community Chest, United Fund and other civic organizations, observing the Negro as recipient and not seeing him as a full contributor, and they believe that this is the Negro.

Perhaps they are individuals involved in housing programs observing the Negro entering new housing projects and failing to maintain them, or seeing homes which have been one-family suddenly become three-to-nine-family almost overnight--this may be the Negro they see.⁵

5 James R. Smith, "A Plea for Understanding," U.S. News & World Report, Nov. 7, 1958, 72-73

Smith then proceeds to discuss the other of the two extreme views on the Negro in the urban community. This other viewpoint, as opposed to that outlined above, is the outlook of those who seem to make a career of helping the Negro. Smith writes:

There are many of those who profess to love the Negro. They love him so much that they refuse to share responsibilities with him but would rather do for him, for they believe the Negro incapable of assuming the responsibility that is his, as part of the 175 million citizens dedicated to the constructive development of America.⁶

Underlying these factors and probably paramount in all is the problem of family disorganization among urban Negroes. It is, of course, impossible to generalize with complete accuracy on this subject, but students of the Negro family and statistics they have gathered in recent years indicate that about 30 per cent of the Negro families in the cities have female heads. The absence of the male head of the family, the consequent lack of stability, male authority, and economic security all contribute to diminished discipline in the children. The fact that children in such families are deprived during their formative years of male guidance places on the school an additional responsibility in the field of social development.

There is also the claim that the southern Negro operates in terms of a pattern of excellence which is based on racial segregation. The "double standard" which results has set a ceiling

6 Ibid.

on achievement and performance for the Negro, and when he leaves the area of lower expectations characteristic of the South and encounters the single standard of achievement, of the northern metropolitan areas, which is largely measured in terms of dollars and cents per hour, he is subject to unrelenting competition. Total reliance on this theory as an explanation for lack of excellence, though it may well be valid, would endanger an aggressive, forward-looking school curriculum. Hence, at the Hess Upper Grade Center, though the writer is cognizant of the socio-cultural background and the present sociological condition of many of the students, the organization and curriculum offering as will be shown later does not accept this "double standard" rationalization as a basis from which a sound program should be developed. If this "double standard" is accepted, then the downward adjustment of the curriculum eliminates the possibility of upgrading academic excellence.

The need for a new approach by the schools of northern cities to the problem of the southern Negro migrant is clearly illustrated by a study recently reported in U. S. News & World Report which concerns itself with the continuing migration of large numbers of Negroes from farms and small towns of the South to cities of the North. It deals with the rising rate of violent crimes, with mounting problems in schools, with gang wars, with relief costs that have skyrocketed during a time of prosperity.

This report, dealing generally with the large urban areas of northern United States and in particular with Philadelphia

describes the condition of the city as something close to one of terror. Crimes and violence are increasing rapidly. In Philadelphia, Negroes accounted for 32 out of 38 murder arrests, 340 out of 437 arrests for aggravated assault, and 80 per cent of the prison inmates are Negroes. Philadelphia finds its worries multiplying with the influx of Negroes from the South.⁷

The school situation is pointed out in terms equally bad. Educational standards in schools with large numbers of Negroes have declined. One predominantly Negro high school recently was singled out as the source of nine troublemakers--out of 45-- who appeared before a municipal judge in a single day. Most of the classes in this school are vocationally oriented. Academic courses such as physics enroll a dozen or so students in comparison with 30 or more in predominantly white schools. Yet this school, 20 years ago, was largely white and noted for its impressive list of honor students. Its white principal says:

Many of these youngsters are not adequately motivated for learning. They have no home to speak of, nothing to encourage them once they leave school grounds. They're here simply to occupy their time until they're old enough to go out and get a job-- if they can find a job.⁸

The situation in Chicago is described in Look Magazine, September 30, 1958:

7 "The Big Story in the Big Cities," U. S. News & World Report, Dec. 19, 1958, 46

8 Ibid.

Chicago's slum-crowded Negro is pushing against the walls of his ghetto. 'Penetration' of nearly white blocks is often answered by gunshots, stone-throwing and fire.

To the west, the racial frontier is Lawndale, a working man's section. There Negroes have met mob violence. Explains Mrs. Gloria Pughsley, head of the Negro's Greater Lawndale Block Clubs Association, 'They are trying to help themselves, or they wouldn't have moved into that neighborhood.'⁹

Look's report gives the usual completely negative picture of the negro area--dirt, slums, violence, relief, and segregation; no pictures or mention is made of middle and upper class Negro neighborhoods or the good work accomplished by schools and other agencies in these areas.

Nevertheless, there is much truth in the article presented by Look. However, these problems can be solved only when they are discussed frankly, objectively, and sincerely and when positive constructive efforts are made to correct them. Constant indulgence in picture story presentations will do little more than precipitate additional crises. Negroes should become an integral part of the American scene, not as special entities such as "Amos and Andy" or the heart-rending books and television programs showing discriminated, segregated types, but rather as Americans developed to the maximum potential of usefulness to themselves and society.

The purpose of this paper is not to provide broad

⁹ Look Magazine, September 30, 1958, 78

general answers to a problem of great complexity, but rather to present a delimited analysis of part of the total problem and to expose it to the experimental curriculum of an upper grade center in a depressed urban community. Nevertheless, these materials provide the background against which this particular situation can be placed and thus better understood in its full context.

From the general we move to the particular, the school attendance area of the study, the Lawndale Community.

The Lawndale community is located on the West Side of Chicago. Originally it was undeveloped prairie and traversed by portage trail connecting Lake Michigan and the Desplaines River. This road carried stage coaches in the 1830's and was planked in 1848; it is now called Ogden Avenue. A small community developed here in the early 1850's with a population largely composed of native born Americans of Dutch and German ancestry.

The community was annexed to Chicago in 1868, and following the Chicago fire of 1871 it began to build up rapidly. The elevated line moved into Lawndale in the early 1900's; this, and the movement of industry into the area, further stimulated residential construction. In the meantime, Poles and Bohemians had settled in Lawndale, but by 1910 the predominant nationality group was Russian (Jews). By 1920 the population of Lawndale was approximately 94,000.

Although 90 percent of the residential structures in

Lawndale were built in the first two decades of this century, the big apartment buildings which figure so predominantly in the present conversion pattern were largely built during the building boom between 1920 and 1930. Although these latter structures comprise only 14 per cent of the community's buildings in number, they account for almost 50 per cent of the dwelling units.

By 1930 Lawndale had a population of 112,000, but this was the end of an era and the beginning of a decline for an exodus soon began.

As their financial situation improved, the Jews began a new movement outward from Lawndale. Slowly, in the 1930's and 1940's, as the residents of Lawndale began to move northward toward Albany Park, Rogers Park and the northern suburbs of Chicago, the population of the area began to decline. The 1950's brought about a complete evacuation of the community by the Jews and Bohemians. Lawndale had begun to deteriorate.

In the late 1940's population of another type began to move into Lawndale, a population which was not integrated into the community and which in a few years created a newly defined area within the city. There appear to have been at least two causes of this population influx. To the east of Lawndale a huge area was designated for development as the West Side Medical Center.¹⁰ Acres of land were cleared of all residential units, and the popu-

¹⁰ See Figure No. 1, 15

lation of the already overcrowded periphery of this area swelled to the bursting point. The clearance of an area largely inhabited by Negroes and the literal uprooting of its populace started a surging movement west into the community of Lawndale. Accompanying this horizontal movement within the city was another migration, the in-migration of the Negro from the underprivileged rural areas of the deep South. Both these movements converged on the Lawndale community and, moving from east to west, caused a great change in its character. The largely Jewish population was rapidly displaced. In 1950, the white population of Lawndale numbered 135,310, the non-white 13,642; the total population estimate in 1956 was 152,119 of which 92,129 were non-white.¹¹ During this period of time the percentage of non-white population rose from 10.22 per cent to 60.56 per cent. In 1959 this percentage is probably close to 90 per cent since the 1958 estimate was that eight out of ten residents were Negroes.¹²

It is estimated that the 1958 population of Lawndale is 170,000 (The Lawndale Conservation Commission estimates 200,000) or close to 34,000 per square mile as compared to the city-wide average of 17,000 per square mile. The area of North Lawndale is one of notable population change and is considered a very critical

¹¹ Chicago Area Transportation Survey, Department of City Planning, Chicago, Illinois, 1958, 1-6.

¹² Report from the Area Welfare Planning Department of Welfare Council of Metropolitan Chicago, 1958.

area in terms of over-crowdedness in the city of Chicago. The median age of residential units in Lawndale is 55 years, of which 92 per cent were built before 1920 and only 0.1 per cent since 1935. It is significant that, although the population has increased tremendously in the last eight years, the approximate number of dwelling units, 38,000, remains the same as it was before the increase started.¹³ The value of real estate investments in this community is about 500 million dollars.¹⁴

The graph, "Enrollment Trend, Lawndale Elementary Schools,"¹⁵ demonstrates forcibly the population growth that has been experienced by this community since February of 1950. This is no normal increment in school enrollment; it is a direct result of the breaking down of the apartments within a community into smaller and smaller dwelling units and the crowding of one family after another into existing housing. This problem is largely economic for one can see "For Rent" signs in almost every block in Lawndale.

In a recent publication of the Welfare Council of Metropolitan Chicago, the Public Assistance recipients were greater in number in the western district (the district of which North Lawndale

¹³ Report from the Bureau of School Population and Facilities Survey, Chicago Board of Education, 1958.

¹⁴ Lawndale Facts, Greater Lawndale Conservation Commission, Chicago, 1958, 12.

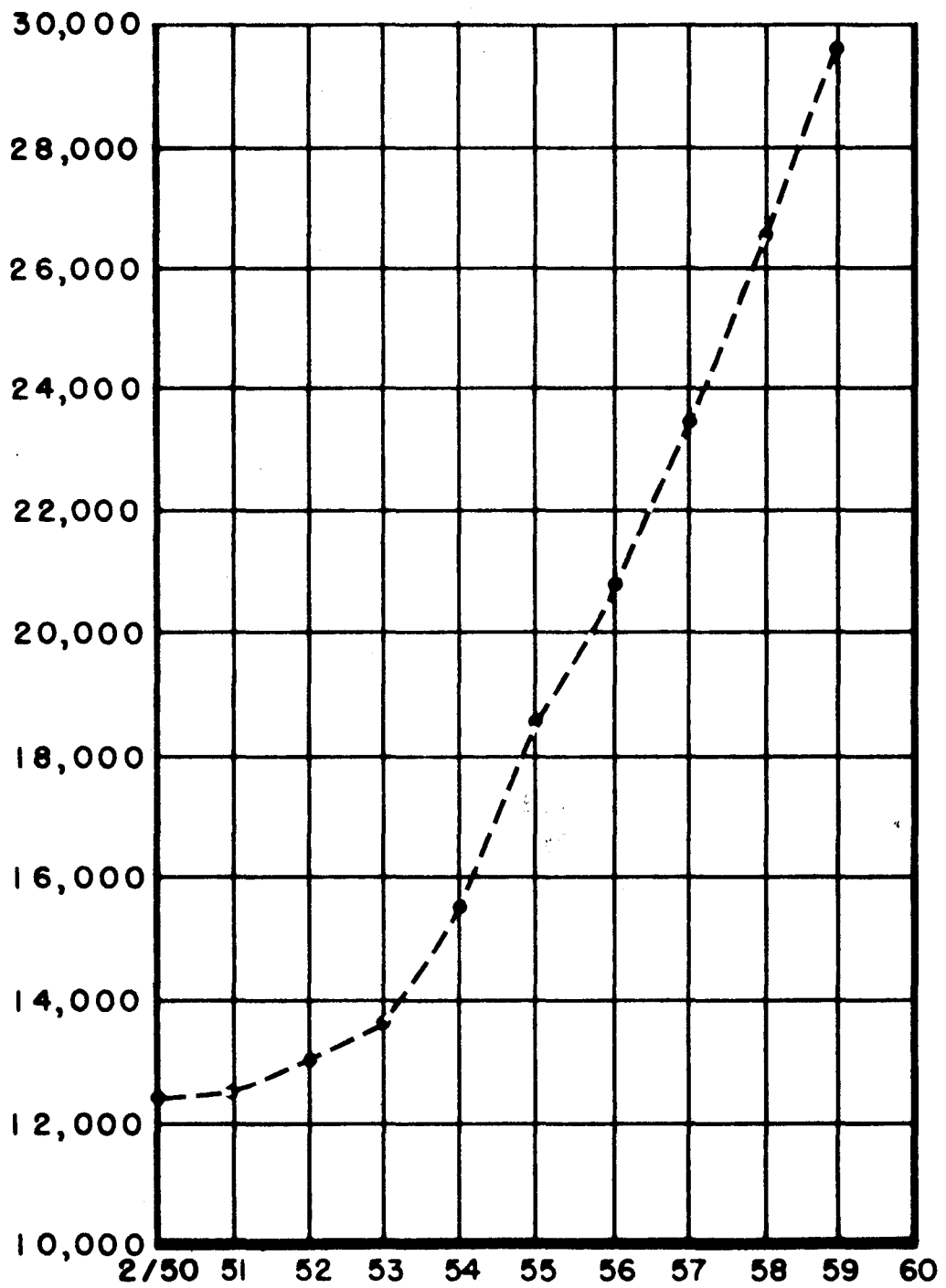
¹⁵ See Figure No. 2, 18.

dale is a part) than in any other district in the city of Chicago. The Aid to Dependent Children's program has had the highest percentage of all the Public Assistance programs and is constantly increasing. As of January 31, 1959, there were 2,906 A.D.C. cases in the area bounded by Roosevelt Road on the north; Cermak Road on the south; Western Boulevard on the east; and the city limits on the west. The extremely high percentage in this category and the constant increase substantiate the fact that there is also a high percentage of one parent families. In many cases the mother is the sole parent in the home.¹⁶

It is significant that since 1950 only 1.7 per cent dwelling units have been added in Community Area 29, most of which were erected on the outer fringe of the area. Community Area 29 thus is classified among the 16 lowest in the city of Chicago in terms of the erection of new dwelling units. Yet the increase per cent change in births and in public school enrollment of the other community areas in this classification is far less than in Community Area 29. This, in itself, suggests evidences of extensive over-crowding, illegal conversions and flagrant housing violations. Many dwelling units have been divided and sub-divided to meet the greater housing demands.¹⁷

¹⁶ Statistics, Research Department of the Welfare Council of Metropolitan Chicago, XXV, No. 10, Oct., 1958, 3.

¹⁷ Ibid.

ENROLLMENT TRENDS

LAWNDALE ELEMENTARY SCHOOLS

Fig. 2

This migration impacted a well-established community with heretofore adequate and extensive educational and recreational facilities. These facilities probably exceeded in number and variety any community offering in the city.¹⁸ Following are the facilities available in the community.

HOUSINGLawndale Housing Projects

Ogden Courts
2710 W. Ogden Ave.

Harrison Courts
2710 W. Ogden Ave.

Cook County Dept. of Welfare

Western District Office
1212 S. Kedzie Ave.

HOSPITALS

Mount Sinai
2750 W. 15th Pl.

Bethany
3420 W. Van Buren St.

St. Anthony De Padua
2875 W. 19th St.

INFANT WELFARE CLINICS

3713 W. Roosevelt Rd.
1539 S. Springfield Ave.
2401 S. Kedzie Ave.

Anna Heistad Dispensary
(Marcy Center)
1539 S. Springfield Ave.

LIBRARIES

Douglas Park
3353 W. 13th St.

Legler
115 S. Pulaski Rd.

POLICE

Fillmore-25th District
4001 W. Fillmore St.

Marquette-23rd District
2259 S. Damen Ave.

Lawndale-24th District
2656 S. Lawndale Ave.

RECREATION CENTERS

Lawson Playground
1256 S. Homan Ave.

Douglas Park
14th & Albany Ave.

Mason Playground
1830 S. Keeler Ave.

Franklin Park
1409 S. Kolin Ave.

Lawndale Neighborhood
Services
3354 W. Roosevelt Rd.

¹⁸ A map showing land use will be found in Appendix I.

American Boys'
Commonwealth
3415 W. 13th Pl.

Boys Brotherhood
Republic
1530 S. Hamlin Ave.

Fillmore Boys Club
4001 W. Fillmore St.

Marcy Center
1539 S. Springfield Ave.

Sears YMCA
3210 W. Arthington St.

Herzl School
3711 W. Douglas Blvd.

Hess School
3500 W. Douglas Blvd.

Howland School
1616 S. Spaulding Ave.

King School
2420 W. Harrison St.

Lawson School
1256 S. Homan Ave.

Manley School
2935 W. Polk St.

Mason School
1830 S. Keeler Ave.

Penn School
1616 S. Avers Ave.

Plamondon School
1525 S. Washtenaw Ave.

Pope School
1852 S. Albany Ave.

Shepard School
2839 W. Fillmore St.

Sumner School
715 S. Kildare Ave.

PUBLIC SCHOOL SOCIAL CENTERS
(LIGHTED SCHOOL HOUSE PROGRAM)

Howland School
1616 S. Spaulding

Gregory School
3715 W. Polk St.

Sumner School
715 S. Kildare Ave.

Hess School
3500 W. Douglas Blvd.

Bryant School
1355 S. Kedvale Ave.

SCHOOLS-PUBLIC

Bryant School
1355 S. Kedvale Ave.

Chalmers School
1220 S. Fairfield

Gregory School
3715 W. Polk St.

Hammond School
2817 W. 21st Pl.

SCHOOLS-PAROCHIAL

Our Lady of Lourdes School
1449 S. Keeler Ave.

Our Lady of Perpetual Help
School
1300 S. St. Louis Ave.

St. Agatha School
3143 W. Douglas Blvd.

St. Finbarr School
1356 S. Harding Ave.

St. Francis Xavier Cabrini
School
2947 W. Lexington St.

Precious Blood School
2401 W. Congress Pkwy.

HIGH SCHOOLS

Farragut General High School
2345 S. Christiana Ave.

Harrison General High School
2850 W. 24th St.

Marshall General High School
3250 W. Adams St.

SWIMMING POOLS

Jackson Natatorium (indoors)
1616 S. Spaulding Ave.

Douglas Park (outdoors)
14th & Albany Ave.

Franklin Park (outdoors)
1409 S. Kolin Ave.

Hess Upper Grade Center
(indoors)
3500 W. Douglas Blvd.

YMCA (indoors)
3210 W. Arthington St.

Though this array of community facilities seems rather impressive, they have proved to be altogether inadequate to meet the needs of the new residents of Lawndale. The square mile encompassing the Hess School at one time contained 36 synagogues; within an eight year period all were converted into dwelling units or Christian churches. Many schools went on double shift; all the elementary schools became over-crowded. The Herzl Junior College building, located in the center of Lawndale, was re-converted to an elementary school and, though it had a capacity of over 2,500, it was organized on a double session basis. Two Hess buildings with a total capacity of 1,350 were added to the school facilities; a new Mason school was built; and the Manley Vocational School building, with a capacity of 2,000 was redesignated as an elemen-

tary unit, and still the double shift condition remained in Lawndale.¹⁸

The rate of juvenile delinquency rose, the crime rate rose, and community facilities proved inadequate to handle the situation. Dwelling units that formerly housed one family now housed two or three or four. The speculators moved in. According to Mark Sattler, Lawndale supports, in the form of the contract seller, a ghost community as big as itself. These speculators extract from Chicago's Negroes more than a million dollars a day by buying properties at market prices and selling to Negroes for two and three times the former value of the property.¹⁹

Thus, in a period of a few years a community of 170,000 people has changed in national origin, in racial characteristics, in religion, in social, cultural and economic standards. The six and seven room apartments once common on Douglas Boulevard have been converted to one and two room kitchenette units with consequent profit for the speculators and resultant congestion for the community.

This transition has brought with it many problems. An area that had formerly been known as the "grave yard" so far as the police district was concerned has erupted into a community of

¹⁸ Report of Bureau of School Population and Facilities Survey, Chicago Board of Education, 1958.

¹⁹ Mark Statler, News Note, Greater Lawndale Conservation Commission, July 23, 1958, 1.

high crime rate. Juvenile delinquency has increased steadily since 1950 and it still exists without a solution.

The problem of delinquency among youth in Community Area 29 is one of serious concern. Comparing 1951 with 1957 figures, for the city of Chicago as a whole, there was an increase of 38.4 per cent in arrests. Police Districts 24 (Lawndale) and 25 (Fillmore) were among the nine districts with the greatest increase of 50 per cent or more.

It is also noted that comparing 1951 with 1957 for the city of Chicago as a whole, there was an increase of 6.7 per cent in juvenile complaints. Police Districts 24 (Lawndale) and 25 (Fillmore) were among the four highest in the city where complaints increased more than 50 per cent. Police District 23 (Marquette) was among the five districts with an increase between 25 and 49 per cent. These increases in arrests and complaints further validates the evidence of instability in the community.²⁰

There are eleven major teen-age gangs known to the police in Community Area 29. Only four of these gangs have "hard to reach youth" workers provided by Chicago Youth Centers and the Y.M.C.A. This leaves seven gangs operating out of control in the area without the services of a "hard to reach youth" worker.

Teen-age employment poses another problem in the area.

²⁰ Statistics, Research Department of the Welfare Council of Metropolitan Chicago, XXV, No. 10, October, 1958.

The lack of employment possibilities for youth on either the part-time or full time basis has been a cause of great concern to social agencies. The importance of such employment is seen in the fact that many of the older teen-agers are responsible for some of the financial obligations within the family since there are many younger children and since, in many cases, there is not a father in the home.

Other agencies at work in this area are the Boys' Clubs, the Y.M.C.A., the Lawndale Conservation Commission, the Lawndale Neighborhood Services and many welfare agencies.

As community disorganization increases, an inevitable result is the formation of the juvenile gang. One unusual approach to this problem is the "detached worker" from the Y.M.C.A. These workers make contact with the gangs in the neighborhood and seek to gain the confidence of the membership.

The author interviewed one of these "detached workers." To the question, "Why do teen-agers join gangs?" he replied, "The major reason is protection."²²

The Greater Lawndale Conservation Commission is a neighborhood agency working for the betterment of the community. It works with citizens and official agencies for improved municipal services, more and better schools, better housing, correction of

²² Statement of Edward Mitchell, "detached worker," Y.M.C.A., personal interview.

crime, enforcement of city housing ordinances, and general re-development of the Lawndale Community. The Commission is supported financially by business and residents, and its work is done by paid staff and volunteers in the area.²³

The author has attended several meetings of the Greater Lawndale Conservation Commission. The meetings are characterized by negativism, pessimism and lack of leadership. The meetings consist largely of a resume of what is wrong with the community. A typical meeting of the Youth Committee emphasizes that Lawndale has the highest referral rate to social adjustment schools in the city and more Family Court cases than any other community in Chicago. One by one, the participants speak on their problems, "youth on the streets without jobs," "youth untrained in any skill," "employers do not want them because of poor work habits and because of racial discrimination," "the schools are overcrowded," "teacher turnover is rapid and continuous," "school facilities are inadequate," "housing is bad," and similar others. These statements are largely true as is illustrated in Figure No. 3,²⁴ "Socially maladjusted boys" ages 12 to 16 as of May, 1959. This map clearly indicates that the square mile in which the Hess school is located has more Montefiore School cases than

²³ Lawndale Facts, Greater Lawndale Conservation Commission, Chicago, Illinois, 1958, 1.

²⁴ Figure No. 3, 27.

any square mile area in the City of Chicago.

And so it is in the community of Lawndale--disorganized, overcrowded, transient, high in crime and juvenile delinquency rate and low in academic achievement-that the Hess Upper Grade Center is established.

CHAPTER II

THE HESS UPPER GRADE CENTER

HISTORY AND BACKGROUND

The Hess Upper Grade Center is located in the heart of the Lawndale Community on Chicago's west side in what was formerly the Jewish Peoples Institute at 3500 W. Douglas Blvd. Its history goes back to another generation to a different people and a community very unlike the one that exists today. The Lawndale of the 1920's was a community of the immigrant Jew and the first generation young Jew.

In 1925 there were approximately 100,000 Jews in Lawndale; many were recent immigrants from Europe. Their need for a community center created the Jewish Peoples Institute; this institute, thirty years later, became the Julius Hays Hess School.¹ It is interesting to note the thinking behind this physical plant; it was built for a purpose, for a particular people; but it now serves a new purpose and a different people. The thinking behind the construction of the Jewish Peoples Institute was that Jewish

1 Figure No. 4, 29.

influence toward right living, right thinking, and good citizenship can best be furnished through the community center type of organization.

"There is one point on which all sincere Jews of the United States are united - the highest obligation which the Jews owe to themselves and to their country is to provide for the moral, mental, and physical development of their own youth, so that they may become good citizens, and remain good Jews. The only way in which we can adequately provide for such development is through the Jewish Center."² Though the Synagogue was considered the main focus of religious life, it was felt at this time that the Jewish Community Center would act as a common meeting ground for the Orthodox, the Conservative and the Reformed Jew. In cities where the Jews were divided into groups and disagreements existed, these difficulties tended to disappear after a Center had been erected.

Still another interesting observation from 1925 is by Mr. M. E. Greenebaum, President of Sinai Temple, to a representative of the Jewish Telegraphic Agency, "Antisemitism is on the decline in Europe, but on the increase in America." This thinking that "Jingoism" was on the rise in America was not a heavily weighed factor in the plans for raising funds, for it seems to have been a miscalculation.

² Phillip L. Seaman, Program on a Jewish Community Center, an Adventure in Community Co-operation, Chicago, May, 1926, 1.

The whole approach to the need for a center was a positive one, based on the conviction that there is no such thing as a Jewish slum population. There may be poor Jewish neighborhoods, but this condition is only temporary; there is no permanent Jewish slum population, sordid and unteachable. Even the poorest Jew is eager to learn and ambitious to get ahead. Zvi Perach, Supervisor of Education for Israel, stated in 1959, "The new migrants to Israel are so ignorant they do not know what a chair is; but because they are Jews, they will, with training, soon become well educated."³

Another need at this time, the mid 20's, was the Americanization of many of the immigrants who came from the old world to the land of milk and honey, only to find themselves crowded into dirty congested communities. Their dreams became nightmares as they struggled in a foreign land, knowing neither the language nor the ways of America.

"Is it any wonder that they become anarchists, socialists, atheists, radicals, or other things you believe are not good?"⁴

Thus, the need was for an institution that would provide for religious, social, and educational development; and the

³ Statement of Mr. Zvi Perach, Supervisor of Education, Israel, January 8, 1959, personal interview.

⁴ Program of a Jewish Community Center, 11.

anxiety on the part of this Jewish population to be naturalized provided the incentive for the construction of the Jewish Peoples Institute.

The thinking and planning in the 1920's led to the construction in 1925 of the building for the Jewish Peoples Institute. Thirty years later the Lawndale area had changed from Jewish to Negro. It had become an area of high transiency, double shift schools, and ever increasing population concentration. It was fortunate that the Chicago Board of Education was able to purchase, at a reasonable cost, these excellent private school facilities planned and built by the Jewish people a generation earlier; convert them into a school and relieve the crowded elementary schools of the surrounding area. Even more important, it was possible to plan an educational program designed to meet the needs of the seventh and eighth grade pupils who were to attend.

The decision to have only the upper grades at this new school resulted from a number of reasons. The practice of poly-chotomizing the span of years of the public schools is by no means a new concept; but in this case the governing factor was the character of the community and the present and emergent requirements of the children. Furthermore, it was apparent that the building and its equipment were best suited to the use of older children. These local factors plus the instructional advantages of a departmentalized program at the 7th and 8th grade level

formed the basis for the planning and implementation of the Hess Upper Grade Center.

This writer was appointed principal of this new school in September of 1955; his instructions from the General Superintendent of Schools, Dr. Benjamin C. Willis, at a meeting of all Associate Superintendents were:

- (1) To create a curriculum to meet the needs of the community;
- (2) To make the school a unit that would help the community and,
- (3) To draw teacher personnel from any school in the city, to provide any and all equipment needed, to supervise the physical rehabilitation of the building and to operate with a free hand in administration and organization.

This was a unique opportunity within a huge school system to experiment without encumbering rules and regulations, with ample supplies, furniture, equipment, personnel and financial support.

The months of September and October 1955 were devoted entirely to planning the rehabilitation of the Jewish Peoples Institute to an upper grade center and to research on the community and contributing schools.

An intensive study was made of all the 7th and 8th grade pupils of the Lawson and Howland Schools; all reading levels, arithmetic levels and intelligence quotients were recorded and analyzed. As a result of this survey, textbooks and instructional

materials were selected to provide for the various levels of achievement. This preliminary work proved to be extremely valuable since it provided background material for planning the curriculum.

On October 3, 1955, the Board of Education completed the purchase of the building and the rehabilitation was begun immediately. In six weeks the building had been renovated, walls removed, new walls were erected, additional plumbing was installed, much rewiring took place, new floors were added, walls were plastered and the building redecorated. Furniture was installed, textbooks, equipment, supplies and instructional materials were on hand.

It is unfortunate that, at the opening of this School, it had no name. This was, though a somewhat intangible factor, not a good situation; mail came addressed "New School;" there was no name listed in the school directory, no name for teachers payroll, no name with which the children could identify themselves. This "no name" status lasted several weeks.

This writer's experience suggests that this was not a good situation; there was ample time prior to the opening of the building to provide a name. Any unit, military, educational or social, must have a name for identification, for spirit, for morale, and for recognition.

This situation was eventually corrected and the school

was named after a Chicago physician, Dr. Julius Hays Hess, a prominent pediatrician who was active in the school health program. A graduate of Northwestern University Medical School, Dr. Hess interned at Alexian Brothers Hospital and later continued post-graduate work at Johns Hopkins Hospital, Baltimore, and European clinics. In 1908 he was an instructor of pediatrics at Northwestern, and in 1913 he joined the faculty of the University of Illinois College of Medicine, retiring in 1944 as Professor of pediatrics, emeritus.

For many years he was a staff member at Englewood Hospital and a consulting pediatrician and member of the executive board of the Municipal Medical Bureau and long served as a pediatrician at Michael Reese Hospital.⁵

Thus the building that had been the Jewish Peoples Institute was named for a man who had contributed much to the benefit of mankind, Dr. Julius Hays Hess. It was important that a school so named should continue to contribute to the development and growth of the community.

A physical plant, unlike that of any other school in Chicago, could not fail to influence the planning of the curriculum. The classrooms were light and pleasant, the music room was terraced, the art room had saw-tooth sky lights providing the

⁵ Chicago Board of Education of the City of Chicago, Official Report of Proceedings, Report No. 62315, Chicago, 1955, 577.

desirable northern light; there was a large library, and there was space to provide four unit shops. A large gymnasium provided ample room for physical activity, and the sixty foot swimming pool,⁶ one of the finest in the city, increased the possibilities for physical education. There were twenty private showers for girls and a large gang shower for the boys. The auditorium, with a seating capacity of eight hundred, had a stage equipped with professional lighting equipment, four-story fly galleries, and dressing rooms on three floor levels. On the roof was an outdoor dancing pavilion, and in the basement ample area for each pupil to have an individual locker.⁷

This was the physical plant that was purchased by the Board of Education for \$300,000 and rehabilitated at a cost of \$32,000 to provide the setting for the Hess Upper Grade Center.

In 1957, a modern foods laboratory which cost \$25,000 and a clothing room was installed for the girls; a wood and plastic shop and a metal shop were provided for the boys; the best of equipment was used in all areas.

To meet the more than doubling school population, the Hebrew Theological Seminary, directly across the street from the Hess school, was purchased in 1957 at a cost of \$105,000. For

6 Figure No. 5, 37.

7 Joseph J. Connery, "Experimenting with Upper Grade Centers," Chicago Schools Journal, Chicago, November-December, 1956, 72.

\$190,000 this building was completely rehabilitated to provide an additional nineteen classrooms and two shops. Construction is now under way for an eighteen room addition to the Hess School, East.

The Lawndale community, like many other sections of Chicago, was undergoing an extraordinary increase in school population. In September of 1950 the elementary schools of this area had a pupil population of 11,551; by 1952 it was 12,237 and as of September, 1957, it was 23,649. The Bryant Elementary School enrollment increased from 1,546 in September of 1954 to 1,932 in 1955; 2,772 in 1956; 3,045 in September of 1957, and by May of 1958 the enrollment was 3,218. This is an increase of 1,672 pupils or 101 per cent in three years and eight months.⁸ As evidenced in Table III,⁹ the situation at the Lawson, Penn, and Howland schools was similar; the smaller Pope tripled in size from 1950 to 1957. There had been few new homes built in this area; the increased population density was the result of more families crowding into the existing housing units.

A similar situation occurred in what is now the Hess School. On November 14, 1955, Hess opened its doors with an enrollment of 364 seventh and eighth grade students from two adja-

⁸ Statement of Thomas J. Higgins, Director, Bureau of School Population and Facilities Survey, Chicago Board of Education, personal interview, January 8, 1959.

⁹ Table III, 39.

TABLE III
ENROLLMENT TREND IN LAWNSDALE ELEMENTARY SCHOOL

School	2/51	2/52	2/53	2/54	2/55	2/56	2/57	2/58	2/59
Bryant	1327	1374	1432	1519	1622	2111	2864	3182	3246
Chalmers	332	506	542	544	569	634	812	806	908
Gregory	1483	1594	1526	1546	1639	1807	1940	2160	2347
Herzl				730 ^a	1973	2385	2662	2578	2806
Hess U.G.C. ^b						621	645	1178	1315
Howland	1703	1837	1816	2071	2177	2186	2430	2409	2677
King	416	424	467	518	609	632	668	669	616
Lawson	1728	1623	1875	2108	2438	2504	2625	2691	2906
Manley								1098	1257
Manley U.G.C. ^b								931	1053
Mason	922	798	808	906	1098	1153	1454	1479	1365
Mason U.G.C. ^b									943
Penn	1757	1871	2060	2248	2308	2689	2825	2927	2053
Plamondon	228	233	229	251	250	272	291	300	324
Pope	595	628	848	1158	1399	1578	1667	1699	1887
Shepard	800	860	862	998	1152	1136	1245	1027	1080
Sumner	1152	1143	1168	1050	1087	1173	1347	1401	1455

^aDate of schools opening

^bUpper Grade Center

cent schools. Subsequently two other schools were relieved of their upper grade pupils. By September of 1957, after the rehabilitation of the east building, the enrollment had increased to 1,160.¹⁰ In 1958, there were 1,326 boys and girls at Hess School, and in 1959, the enrollment reached 1,474. The 1958 budget made provision for an addition to the east building to provide eighteen class rooms and several special purpose areas. When this project is completed the pupil capacity of all facilities will be 1,950.

Superintendent Willis reports that, "It is indeed a happy circumstance when a necessary move to relieve overcrowdedness can be combined with improved educational opportunities for children."¹¹ Children in an upper grade center benefit socially, psychologically, and academically. The removal of the young adolescent, many of whom are overage, from association with the younger child makes for a more mature atmosphere for the development of responsibility and worthy citizenship. Psychologically the pupils gain new assurance when grouped with others of like abilities, needs, and interests.

In an upper grade center, where the pupils are drawn from greater areas, it is possible to have homogeneous grouping for instructional purposes in order to stimulate learning at vary-

¹⁰ Figure No. 6, 41.

¹¹ Benjamin C. Willis, "We Build," Annual Report of the General Superintendent of Chicago Public Schools, Chicago, 1958, 4.

HESS UPPER GRADE CENTER
ENROLLMENT GROWTH

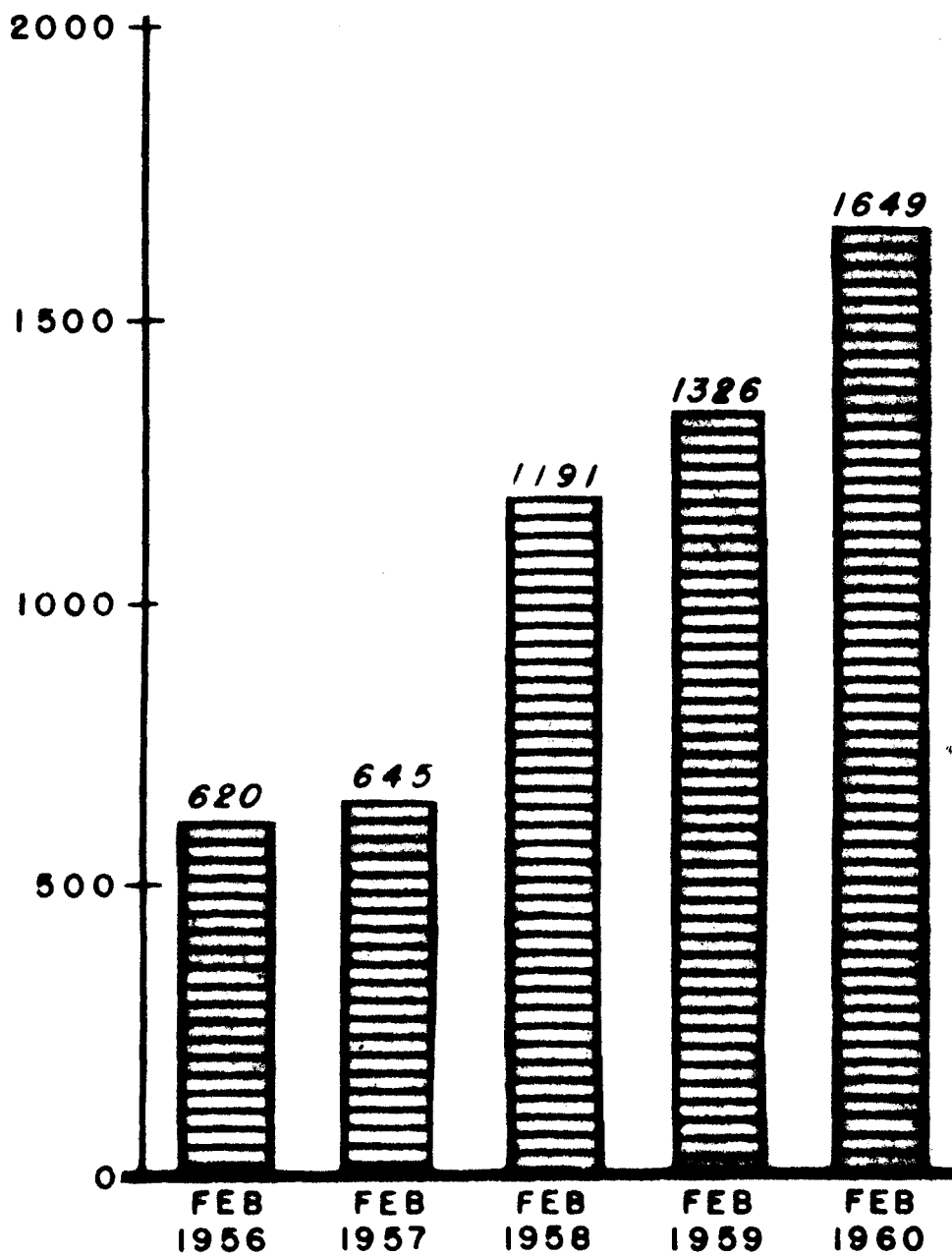


Fig. 6

ing levels of achievement, to have an effective departmentalized program, and to provide exploratory opportunities in vocational areas.

The school day at Hess is organized to facilitate the transition from the self contained class room of the one to six elementary school to the departmentalized program of the high school. A strong guidance program has been developed for these young people to help them understand themselves and others, and to enable them to make wise decisions in selecting their future educational and vocational training.

CHAPTER III

STATEMENT OF PROBLEM

The large metropolitan communities of northern and western United States, in recent years, have been the recipients of a tremendous immigration of people whose last previous residence had been in rural areas of the southern states of the nation.

The social problem that this movement has created has been dramatically described by Dr. Phillip M. Hauser of the University of Chicago. Speaking before a conference studying the problem of metropolitan growth, Dr. Hauser declared that the number one social problem in the big cities of America is caused by the swift influx of Negro citizens. Hauser emphasizes that, for all practical purposes, the Negro is an immigrant to American cities in much the same pattern and with many of the same problems as those of the European nationals who flocked to our urban centers a generation or two ago.

As "Little Italys," "Little Bohemias," "Hunkytowns," and "Germantowns" were created by the deliberate or enforced concentration of these groups in the large cities of this country, so now "Bronzevilles"¹ are being formed and expanded, with a consequent

¹ Figure No. 7, 44.

overcrowding and over extension of all community facilities.² This movement of the Negro within Chicago is illustrated on the map, "Areas of Negro Residence."

An over-crowded community leads inevitably to overcrowded schools. In the case of newly-formed Negro communities, populated by people who have only recently come to the city and who are in the main totally unfamiliar with the requisites of urban life, the educational problem is not simply that of over-extended school facilities. Even more serious are those social, academic, and vocational problems which can be answered only in the school. These will require thorough and minute examination of every aspect of school operation and doubtless profound alteration of historic concepts of curriculum, organization, and administration.

Such a growth-impacted area is Lawndale, in which is located the Julius Hays Hess Upper Grade Center, a flexibly-designed institution, the purpose of which is to make a positive attack on the problem of the educational and social deficiencies of the population it serves.

The reality of this problem is apparent; it can be documented by school records, Board of Health records, delinquency statistics, and by police and welfare data. Its extent and its rapid rate of growth are equally obvious.

Despite the fact that he has been an American citizen

2 Chicago Daily News, November 24, 1958, sec. 1, p. 8.

longer than the average white person, it is a fact, according to Hauser, that "for only a little more than one generation has the Negro been drawn into the main stream of American civilization represented by urbanism and metropolitanism as a form of life."³ It is Hauser's opinion that the problem of Negro adjustment to urban life will persist "Not for decades but for generations."⁴

(a) Scope of the Problem.

Any depressed urban community is fraught with social problems. When such areas are populated with minority groups, they present an almost unidentifiable complex of economic, cultural, and educational adversities, all to some extent the result of a racially oriented social inequity.

The purpose of this study is not to present a comprehensive analysis of the many-faceted problem of the American Negro such as that contained in Myrdal's The American Dilemma.⁵ Rather, it will confine itself to a delimited section of a large city wherein the effect of an experimental program in an upper grade school can be observed, analyzed, tested, and reported.

The initial chapters of this paper have introduced the problem, first in the generality of its broad and diverse background, and then in the specificity of the particular community to

3 Ibid.

4 Ibid.

5 Gunnar Myrdal, The American Dillemma, New York, 1944.

be isolated and studied. Finally, through identification and analysis of the Hess Upper Grade Center, the study will explore and evaluate the effect and influence of an experimental upper grade center program as it attempts to provide answers to the problem of a particular depressed urban area.

As it proceeds, this study will examine the academic and social goals of the school; the development, organization, and operation of its experimental curriculum; and the technical and procedural aspects of program implementation. Finally, appropriate evaluative devices will be applied in an effort to determine the degree of consonance among objectives.

(b) Procedure.

From a procedural point of view, the most important phase of the study will be the development and analysis of a rationale for the type of school under consideration and the evaluation of the resultant curriculum. It is expected that the rationale and, at least in generality, the curriculum will be appropriate not only to Lawndale but to any community characterized by high transiency, overcrowded dwelling units, low income, broken homes, high rate of juvenile delinquency, and spiraling rate of residential accretion from rural areas of the South.

Data pertinent to this study will be obtained from the following sources:

1. The lower grade elementary schools who contribute their pupils to the Hess

Upper Grade Center.

2. The high schools which graduates of the Hess Upper Grade Center attend.
3. Civic agencies with both a local and a city-wide orientation.
4. Parents and community leaders in the area of the Hess Upper Grade Center.
5. Pupils and former pupils of the Hess Upper Grade Center.

By use of diverse techniques information will be elicited from school files, teachers' anecdotal records, interviews with youth bureau officers of the Twenty-fifth Police District, interviews with detached workers of the Chicago Youth Commission, and interviews with and staff reports of the personnel of the Greater Lawndale Conservation Commission, the Community Conservation Board of the City of Chicago and the Department of City Planning. In addition to this, heavy use will be made of data revealed by the extensive and intensive testing and analysis of the present students at the Hess Upper Grade Center. This will be accomplished by the administration of a variety of achievement tests and personality inventories, by the use of school problem reports and autobiographical studies from responses to questionnaires submitted to principals and adjustment teachers of receiving and contributing schools to the faculty of the Hess School, and to parents.

Keeping in mind the current social character of this

community, an academic comparison will be drawn between present and previous pupils of the school. This will be derived from the standardized tests administered to all children before they are sent to the Hess Upper Grade Center, and tests administered while they are enrolled at the Hess.

Those Hess graduates who enter high school will be identified and their progress will be evaluated. By means of behavioral studies, the personality and adaptational ability of these Hess graduates will be compared to a cross-section of all freshmen in these receiving high schools. By these devices, together with the subjective judgment of teachers and administrative personnel, it is expected that a critical analysis of this aspect of the Hess experimental program can be expected.

Because of its somewhat subjective and multiphasic character, it is difficult to accurately assess the degree of social development which has been accomplished. Nonetheless, it is believed that a careful analysis of the data acquired through employment of the techniques and devices mentioned earlier will be of great value in this assessment.

(c) Limitations of the Study.

This study will not attempt, except incidentally, to provide broad, generalized answers in the thought that they will prove to be universal in their application. To the extent that other communities duplicate the conditions found in Lawndale, to

that extent the findings of this investigation should apply. Specifically, however, this study is concerned with the formulation and evaluation of the experimental curricula of the Hess Upper Grade Center.

As stated earlier, the purpose of this investigation is not to provide answers to The American Dilemma⁶ or other similar expansive treatments. It is limited to one depressed urban community and will not, by any means, supply a full solution for what Cobb⁷ indicates as the basic problem of the Negro migrant in a Northern urban community. He suggests that this problem is two-fold, that of segregation in all of its ramifications, and that of discrimination, particularly as it applies to job availability and retention.

The generality of this statement, despite its apparent truth, is such that it is not susceptible to analysis. The purpose of this study is to delimit it to a single school as it operates in a single community, with the express objective of upgrading the individuals with whom it has contact. Total coverage of the problem is not intended, nor possible.

6 Ibid.

7 Statement of Ted Cobb, Director of Community Service, Chicago Urban League, March 3, 1959, personal interview.

CHAPTER IV

THE HESS UPPER GRADE CENTER PROGRAM

A. Purposes - Academic - Social

(a) Academic

Prior to the opening of the Hess to upper grade pupils, a ten week period was devoted to an intense study of the potential student body. Test scores, cumulative files and records of incoming pupils were gathered from contributing schools and were carefully analyzed to determine academic levels and to aid in proper grouping. Following these analyses, textbooks were selected to fit the needs of the children at all levels of achievement. During the preliminary survey work it became increasingly clear that one of the most basic needs of this community and of the schools within the area was the improvement of basic academic skills and the raising of educational standards to acceptable levels.

It must be understood that, though another upper grade center existed in Chicago at this time, it was in reality a standard K-8 elementary unit with a top-heavy seventh and eighth grade drawn from surrounding schools in order to create a situation that would allow for upper grade departmentalization and specialized

training in such areas as wood shop, clothing, foods, music and art. The Hess was a complete departure from the traditional K-8 and 9-12 pattern in the city of Chicago, and though the contributing schools had been alerted to the plan, their preparations for the transfer, especially as it pertained to testing, were inadequate and poorly organized.

Despite the lack of current test scores and the total absence of scores in some cases, Table IV gives a clear picture of the lag that existed between grade expectancy and grade placement of the pupils who were transferred to Hess.

The preparation for the opening of the Hess was not a hasty, hurried project. Much time was spent in pre-planning, following in effect, the counsel for prudent action, first, survey and inquiry; second, judgment; third, command to action. During the course of this survey, the need for and purpose of a new school specifically designed for young adolescents in a congested, depressed urban community became increasingly clear.

From the beginning, one of the aims of the Hess Upper Grade Center has been to provide educational experiences which would develop and train the mental powers of its pupils, especially those who are overage in grade and in many cases completely misplaced in the conventional self-contained classroom of the kindergarten through eighth grade unit.

As can be seen from the 1955 achievement levels indi-

cated in Table IV,¹ if there was an intensified desire for peer group approval, satisfaction could not have come from academic success. Since the need for academic betterment was so obvious, this was an area that must be subject to an intense revision in both mental outlook of teachers and in the end result of the school. Thus the improvement in all areas of academic achievement, language arts, arithmetic, science, social studies and the field of guidance became one of the main purposes of the Hess Upper Grade Center.

(b) Social

Inasmuch as the opening chapter quite thoroughly covers the sociological background of the general community, this section will concern itself with a more sharply focused view of the adolescent in Lawndale and his relationship with the school. The adolescent has been described by Fritz Redl as one of "organicism disorganization."² It is a period marked by insecurity, by frequently undefined yearning, by increased zeal for adventure and exploration, by a desire to belong and to be someone, by a vacillating need for dependence and independence, and most of all by the need for peer group association and approval.³ The unstable

1 Table IV, 54.

2 Fritz Redl, Strengths and Weaknesses in the Junior High School, U.S. Department of Health, Education, and Welfare, Proceedings of National Conference, Washington, D. C., February 24-26, 1955.

3 George R. Balling, Upper Grade Center Report, Vol. II, Unpublished Report, June, 1958, 6.

TABLE IV
RECORD OF ARRIVING STUDENTS

Date	Grade	No. of Pupils	Median Reading Level	No. at or Above Grade Level	Range
11-55	8B	96	5.2	1	2.7-9.2
	7A	73	5.7	2	1.7-8.7
	7B	177	4.7	5	1.7-8.7
1-56	8A	25	6.2	3	3.2-10.7
	8B	21	5.2	0	3.2-6.7
	7A	41	3.7	0	2.2-6.7
	7B	97	4.2	3	2.2-6.7
9-56	7B	181	4.2	4	1.7-8.2
1-57	7B	102	4.2	4	2.2-7.7
3-57	8B	89	5.7	11	2.7-10.2
	7A	101	5.2	8	2.7-9.7
	7B	82	5.2	12	2.7-13.0
9-57	8A	33	6.2	1	3.2-10.2
	8B	58	5.2	7	2.7-10.7
	7A	37	4.7	2	1.7-10.2
	7B	287	5.2	16	2.2-9.2
1-58	7B	280	5.2	21	1.2-9.7
6-58	7B	329	5.2	27	1.2-9.7
1-59	7B	317	5.2	37	1.2-9.7
9-59	7A	28	5.7	3	3.2-8.2
	7B	471	5.2	73	1.2-10.2

element of adolescence, in combination with a highly volatile community like Lawndale, produces an individual with needs which can be met only when the school offers something in addition to the purely academic in its educational program.

The period of adolescence is one of rapid physical and psychological change, a time of stress; parallel to this in the instance of Lawndale is a community which is also in a physical and psychological state of upheaval. Of major contributory importance to this problem are the school, the street and the home. The school will be covered in detail later in the chapter. The street as a powerful force in the community, especially at the teenage level, and the home that should but frequently does not provide an element of stability are, as will be shown, in many cases significant causative factors in the development of the youth of the area.

To understand life on the streets of Lawndale, one must understand the structure of the "gang." The community is dominated by these gangs, eleven of which are of sizeable influence. Some operate in a particular area, some overlap but do not clash because of age difference, and some overlap but are not in conflict because of friendship pacts.⁴

To belong to a gang may lead to trouble; not to belong may lead to frequent beatings by gang members. It is felt by the

⁴ Statement of James Morita, Detached Worker, personal interview.

author that, to understand the community and the adolescent, one must understand something of the gang structure. Hence, one gang will be analyzed through the eyes of the author who is familiar with the leaders of this gang and through the eyes of the "detached worker," Edgar C. Mitchell, who has gained acceptance with this group.

Mr. Mitchell was assigned to the Fillmore Lawndale area in May, 1958, and he began to work with the "Junior Imperials," a gang selected by the committee because of their anti-social attitude. Mitchell estimates gang membership to number from 100 to 125. Approximately 80 to 90 per cent of the group carried weapons; this arsenal ranges from home made "zip" guns to a BAR. In a gang war with the Italians to the north, Molotov cocktails were used.

The average age of this group is seventeen years, and though Mitchell claims the use of profanity to be something of a status symbol, the author cannot agree fully with him, if by profanity he means blasphemy. If he means foul vulgar language, he is correct, but if he means indignity offered to God in words, this has been in the author's experience with Lawndale youth notably absent. Another criteria of prestige is promiscuity and the number of illegitimate children one can claim. Since several of these cases have come to the author's attention, Mitchell is probably right in this observation. About 70 to 75 per cent of the boys are in high school, of the other 25 to 30 per cent only

2 per cent have completed secondary school, approximately 25 to 35 per cent of the group have been at one time or another committed to parental school, St. Charles or Sheridan, about 60 per cent have been paroled by the Illinois Youth Commission. If employed, it is usually a part-time job with very low pay. Mitchell estimates only 20 per cent have full or part-time jobs that might be classified as steady. The remainder of the group receive money from parents for school allowance, from petty theft, from strong-arm robbery, and from pawning stolen articles. Those not in school are in dire need of employment and employment is difficult for them to find since they are largely unskilled and poorly trained. All in all, this is an unwholesome situation.⁵

Although it is difficult to evaluate the type of work Mitchell and other "detached workers" accomplish, it seems that since these operations began to have had some effect; gang fights and gang killings have declined somewhat. But this decline is a relative thing since the Lawndale crime rate continues to be one of the highest in the city and the answer to the gang problem has as of now, not been found. Typically these gangs have a president and vice president as leaders. Though they may not now or in the past have manifested academic competence, the interviews the author had with three "detached workers" left no doubt in the

⁵ Edgar C. Mitchell, Project E, Chicago Youth Commission, Quarterly Report, Chicago, February, 1959, 1-2.

author's mind that the workers have considerable respect for the gang leaders.

This particular "gang," if classification were possible, would not be identified as the most dangerous group since they are "Juniors," medium age seventeen, nor would they fall into the lower echelons of the "friendship" type social group. It would probably be somewhere in the upper middle, if the upper extremity represented the most anti-social classification. The most vicious gangs are those made up of rejects of other gangs, they are the unacceptables.⁶

This is the "street" in Lawndale. It is an inescapable part of life in the community, especially at the teenage level, since "joining" is not always a matter of choice, but is frequently a matter of self preservation or coercion. To deny or ignore the existence of these forces is to blind oneself to the reality of the situation. This is part of the school problem, and part of the purpose of the school must be to attempt to turn anti-social attitudes into more acceptable channels of expression.

The family life of the community is a subject that cannot be analyzed with broad, sweeping generalizations, since it is impossible to categorically state, "the family is thus and so." Within this community there are some upper and middle class families, as well as many families which are in what approaches a

⁶ Statement of Edgar C. Mitchell, personal interview.

state of complete disorganization. To illustrate family organization, Figure No. 8, Household Composition,⁷ was derived from 289 cases of entering 7B pupils in the February of 1959 class. It will be noted at a glance that 50 per cent of the children live in homes which are in what might be termed an intact state, that is, both mother and father are in the home. Thirty-six per cent live with but one parent, and the remainder live with individuals other than parents under some form of legal or quasi-legal guardianship.⁸

This chart also shows that 34.2 per cent of the children are members of families headed by the mother alone. This tends to document the figure mentioned in the initial chapter, that in urban areas approximately 30 per cent of the Negro family units have female heads. This is yet another area where, within the framework of the school curriculum and philosophy, some positive action must be taken. A belief that betterment of family living and the development of economic competence will lead toward the reduction of family disorganization. This end appears highly appropriate for a school which has an operational nexus with such a community as Lawndale.

These two broad purposes of the Hess Upper Grade Center, the curricular attack on the academic and social deficiencies of

7 Figure No. 8, 60.

8 Hess school files.

HOUSEHOLD
COMPOSITION

78 PUPILS
TOTAL 289
II SEMESTER
FEBRUARY 1959

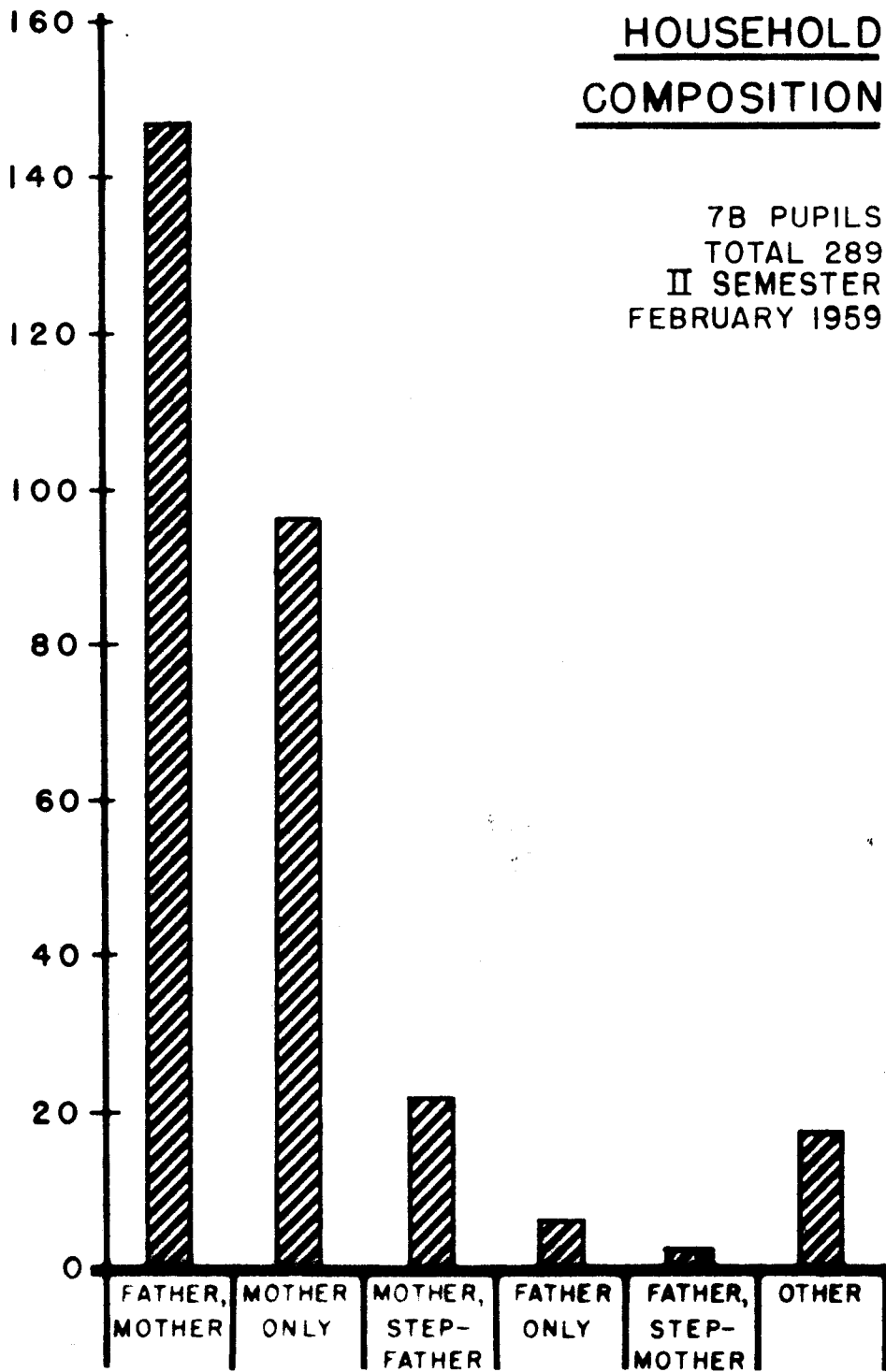


Fig. 8

the community, may be applied to many schools, but in this particular instance this is a new school planned and designed specifically to meet the needs of a depressed urban area.

B. Organization and Program

(a) Organization

The aim of the Hess Upper Grade Center is to develop to the utmost through educational experiences and activities, the mental, physical, social and moral powers of its pupils. Toward this end, the Hess was organized from its beginning on the basis of efficient homogeneous grouping for instruction. Ignoring the repetitious crying of the word "undemocratic," the organization was specifically designed to make a positive attack on one of the glaring deficiencies of the community, its low academic achievement. Referring again to Table IV,⁹ entering 7B's in the first part of Chapter IV, one can easily see that the lack of achievement on the part of these pupils strongly suggests the need for some departure from the heterogeneous, self contained classroom situation then in operation in the contributing schools. Achievement groupings, based on reading scores from standardized tests, proved to be excellent means of identifying all levels of ability. It was believed that stimulation through peer competition would result in accelerated pupil achievement and that teachers would find these groupings a great help in the presentation of material

⁹ Table IV, 54.

and in covering lesson content. The major objections to this type of organization came from two sources, the teachers of mathematics who objected to the blocking of groups on reading levels, and those people who feel that the placement of all slow learners in one group is not conducive to a good educational atmosphere. It is not recommended here that all Upper Grade Centers follow this somewhat rigid block programming. But in this particular school situation it appeared that the grouping of pupils on the basis of achievement scores would provide an element of much needed stability to a school characterized by high transiency and constant movement, and that there would develop a feeling of identification with a certain group, with the division teacher, and ultimately with the circle of teachers. At this age the problem of emotional and physical restlessness is at a peak, hence it was felt that the block program would serve a secondary purpose in that movement would be reduced with departmentalization, and the hectic activity that quite frequently accompanies programming on an individualized basis would be avoided.

A departure from the stereotyped thinking that has long been employed at the upper grade or junior high school level concerns non-coeducation. This is the Hess policy of separation of classes by sex. There are boys divisions, there are girls divisions, there are circles of divisions for boys and circles of divisions for girls, but the sexes are segregated throughout the

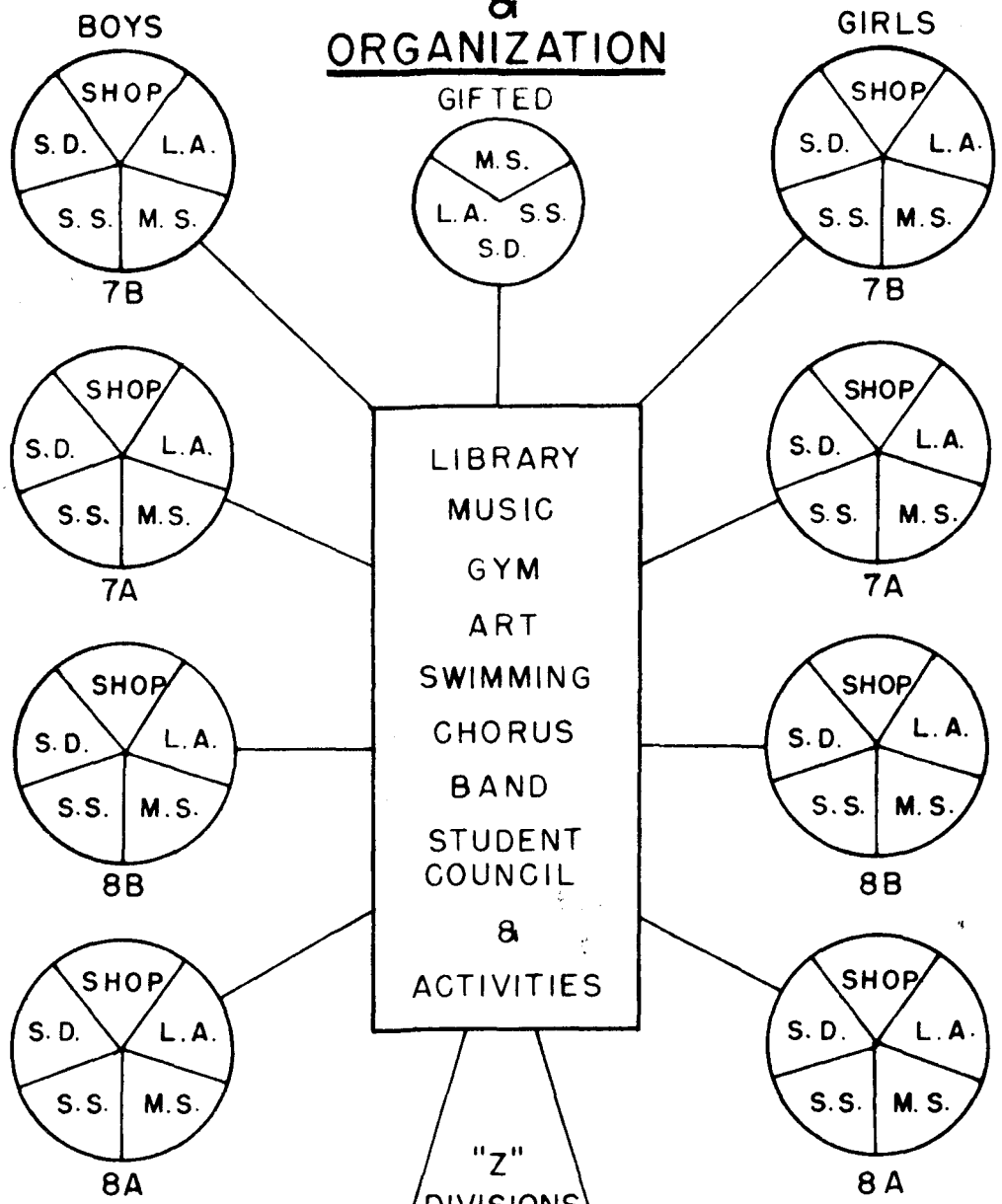
school with the exception of the one class for the most advanced.¹⁰ This type of organization caused some concern in the beginning but when over a period of time it proved its worth through academic and social improvement, acceptance was gained and several of the upper grade centers organized after Hess adopted this plan. The reasoning behind classes for boys alone and girls alone was that since one of the primary purposes of the Hess was to acquire and maintain fundamental knowledge, attitudes, appreciations and skills,¹¹ that is to upgrade academic achievement levels, and since the age range found at Hess coincides with that stage of adolescence when young people are extremely "boy-girl" conscious, it was reasoned that separation by sex would eliminate from the classroom situation one major source of distraction and bring into focus the instructional program.

There was some opposition from the children at first to this plan but after one semester of operation this resistance diminished. Parents apparently favored this plan wholeheartedly because at no time have they expressed any disagreement to separation of classes by sex and at a P.T.A. meeting in May of 1956 when this policy was reviewed by the author, the mothers expressed full

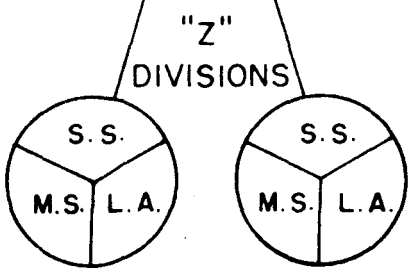
10 Figure No. 9, 64

11 Clayton E. Buell, "Functions of the Junior High School," The Clearing House, Vol. 32, No. 2, Oct. 1957, 97-100.

CHART PROGRAM & ORGANIZATION



S.S. - SOCIAL STUDIES
 L.A. - LANGUAGE ARTS
 S.D. - SOCIAL DEVELOP.
 M.S. - MATH & SCIENCE
 SHOP - METAL & ELECT.
 WOOD & PLASTIC
 CLOTHING
 FOODS



ABILITY GROUPING
 WITHIN EACH CIRCLE
 IN INTERMEDIATE RANGE

1. HIGH
2. MEDIUM HIGH
3. AVERAGE
4. BELOW AVERAGE
5. LOW

Fig. 9

approval without one dissenting vote.¹²

Thus, the school separates the adolescent from the young child and places him in an ability grouping situation where, in many classes, the difference in achievement span will be less than one-half year, and the over-age in grade youngster will find himself with those of similar physical size and similar academic ability. According to teacher opinion, this greatly reduces the social problems often encountered in the conventional KG-8 school.

In addition to the more obvious advantages of achievement grouping and segregation by sexes, and the provision of a more diversified program in language arts, arithmetic, social studies, and science, the large number of upper grade pupils made it possible for the Hess school to provide additional activities concerned with interest outside the academic field, such as band, chorus, swimming clubs, art clubs, library club, book clubs, unit shop activities such as wood, metal plastics, electricity, foods and clothing, more concentration on the unique problems of social development for the adolescent, and more opportunities to explore the possibilities ahead for them in high school and adult life. Many of the pupils who are over-age in grade have been stimulated by the more adult atmosphere of the Upper Grade Center and have developed desirable attitudes toward educational institutions particularly, and society in general.

12 Hess school files.

(b) Program

Initially, in 1955, the Hess Program was based on an eight period day similar to the high schools of Chicago. With a program of this type, it soon became apparent that the unstable child from a transient community was being subjected to movement in school much like the movement in the community. What with his changing classrooms at forty minute intervals and deducting from the school day the passing time between class periods, the time lost in checking attendance, passing out books, initial instructions, collecting materials and the settling down process, this type of programming appeared to have been a mistake. The ringing of bells and the changing of classes every forty minutes seemed almost to work against the intended plan for bringing some stability to Lawndale and making a positive attack on the academic deficiency that existed. This program was abandoned at the first opportunity which was the beginning of the new semester in February of 1956.

The 100-minute period was made the basic time unit, with smaller blocks of time for such classes as gym, music, library and art obtained by "programming out" fifty minute periods. Operating under this basic 100-minute period meant that, instead of a constant shifting throughout the day, with two of these large time blocks comprising the morning 9 A.M. until 12:30 P.M. session, and one the afternoon session, the entire school was in movement

only at the end of the first 100-minute period; other movement would be at fifty minute intervals, and this would be restricted to classes "programmed out" of the large time blocks. Another and probably more important advantage gained through this adjustment in program is that within the longer time block subject matter may be covered with more continuity of thought and application. This, in the opinion of the teachers, was well worth the effort of departure from the conventional departmentalized program.

Since the school was organized on an ability grouping basis, the program of circulating all classes in the range between the educable mentally handicapped and the gifted provided for a change in pace for the teacher as the various classes rotate through the circles. The upper two per cent of the school enrollment, based on achievement and intelligence, has been segregated into a special unit called the "enrichment center." This gifted group of twenty-five or thirty does not move into the departmentalized circles with the rest of the student body. In this case the two teachers involved change classrooms rather than the students. The gifted group is programmed for 200-minutes a day of cored language arts, social studies, and social development in the morning with science and arithmetic being scheduled in the afternoon. Art, music, gym, and swimming are programmed out of these basic time units. This advanced group receives no shop work, since the attempt here is to concentrate to the maximum on

the academic aspects of education.

The intermediate range, the large group between the gifted and the mentally handicapped, were on each grade level divided into five categories according to academic achievement. Thus, the school was divided into two large divisions, one for boys and one for girls. These large divisions were then further sub-divided, by grade level, i.e., 7B, 7A, 8B, and 8A, after deducting the gifted, which is a group composed of all grade levels, and the mentally handicapped or "Z" divisions who move in their own circles. The grade divisions were then grouped by grade and ability into five tracks. This, in essence, makes the one school, for operational purposes, ten small schools,--the gifted;--four circles of five classes each of boys, one circle at each grade level and four circles of five classes each of girls, one at each grade level, and the departmentalized circle for the educable mentally handicapped. Each of these units operates independently of all others so that at any given time a circle or combination of circles may be withdrawn from the departmentalized program as illustrated in Figure No. 9,¹³ without disturbing the remainder of the school. Thus, the program functions affectively and efficiently and at the same time provides for all ranges of achievement.

(c) Testing

As stated earlier, at the opening of the Hess School two glaring deficiencies were evident. One was the poor conduct and appearance of the children, and two the mediocrity of actual academic achievement and that based on mental age-grade expectancy. The behavioral deficiencies are the subject of another section of this study, but the academic deficiencies demanded a departure from the previous social promotion and a policy of promotion based on achievement as measured by standardized objective tests.

This policy, based on achievements coupled with an age in grade base,¹⁴ created a situation of demand in that certain achievement levels must be obtained for promotion. For example, a pupil twelve years six months of age would need a reading score of 7.0 for promotion from 7B to 7A, similarly, a pupil thirteen years and six months of age would need a score of 9.0 for graduation from 8A to high school. This seemed to be a totally new concept to the pupils, however, this policy had an excellent effect on work out-put and effort. Since one of the foremost ideas in the pupils' minds is consciousness of grade placement, fear of failure or retention was found to be an excellent stimulus toward better school work. There are many cases, however, where pupils became so conscious of the importance of test results that the teachers reported that through nervousness or anxiety, the students performed below ability levels. These unfortunate cases

were part of the toll paid to enact the over-all plan for upgrading the academic achievements within the school. Following the initiation of this promotion policy a meeting was called at the Hess and conducted by the District Superintendent, which all principals and adjustment teachers from contributing schools attended. A promotion policy was established at all elementary grade levels. This meeting created an academic base at each level and established the requirements for entering the Hess Upper Grade Center. The consciousness of the children regarding grade placement and the fear of failure is a stimulus toward more concentrated effort in school work as mentioned above. This is readily noticeable through observation on the part of the teachers, but is clearly reinforced by the survey conducted through the Mooney Problems Check List administered to the 7th and 8th grade pupils at the Hess.¹⁵ The Junior High School Form of this list is divided into seven areas:

1. Health and Physical Development.
2. School.
3. Home and Family.
4. Money, Work and Future.
5. Boy and Girl Relations.
6. Relations to People in General.
7. Self-Centered Concerned.

The Results of this survey based on 644 pupils are presented in graphs in Section b, of this chapter.¹⁶ The following

II. 15 A copy of the check list will be found in Appendix

16 Figure No. 11, 109.

TABLE V
HESS PROMOTION POLICY

Age	Reading and Arithmetic Level				
	6A to 7B	7B to 7A	7A to 8 B	8B to 8A	8A to High School
11-6	7.5				
12-0	6.5	7.5			
12-6	5.8	7.0	8.0		
13-0	5.0	6.5	7.5	8.5	
13-6	3.5	6.0	7.0	8.0	9.0
14-0	Promote	5.5	6.5	7.5	8.5
14-6		Promote	6.0	7.0	7.5
15-0			Promote	6.5	7.0
15-6				Promote	4.0
16-0					Promote

implications are indicated. The group as a whole, both 7th and 8th graders, checked three or more items in the "School" category in 85 per cent of the cases. This total percentage is surpassed in only one area; concern over Health and Physical Development. This certainly is strong indication that school problems are in the fore of the pupil's mind. The 7th grade boys manifest the most concern (three or more checks) in the school area in 88 per cent of the cases; 7th grade girls are next with 86 per cent and 8th grade boys in 82 per cent of the cases. By grade level the area of "School" is ranked second, percentage-wise, at all semester levels except that of the 8A boys, where it drops to fourth position with "Money, Work and Future" moving into the second position next to "Health and Physical Development," and "Boy and Girl Relations" moving into third place. This substantiates the merit of a promotion policy based on academic achievement. The extensive testing program at Hess was initially based on the Chicago Reading Tests, though some of the contributing schools used the Chicago, some the California, and some the Stanford reading tests.¹⁷ With the Chicago tests, excellent gains were noted. If all the schools concerned had standardized on the one test, this might have been a satisfactory arrangement. Since this was not the case, a meeting was called at the Hess School by the District Superintendent. The contributing schools were contacted,

¹⁷ A copy of these tests will be found in Appendices III, IV, V.

adjustment teachers and principals met and came to the agreement that all concerned would standardize on the Stanford Achievement Tests. This proved to be a satisfactory arrangement. The results of the shift to the Stanford Test dropped achievement scores somewhat, the Chicago tests seemed to have produced consistently higher scores. This probably accounts for the reduced rate of gain following the shift from the Chicago Tests to the Stanford.¹⁸ This promotion policy has now been in effect three years and it has developed an awareness in the pupils for the need to improve academic performance.

During the 16th or 17th weeks of the 8B semester the pupils are given a complete battery of tests. The intelligence test, usually the Kuhlman-Anderson, and the Stanford Achievement Battery, (Reading, Arithmetic, Science and Social Studies) are given,¹⁹ and a scattergram prepared for the Bureau of Curriculum. The profiles of abilities derived from these intelligence and achievement tests are particularly significant in that they provide an inventory of the pupil while there is still time in the eighth grade to provide for remedial work and individual tutoring. At the 8A level, the pupils are retested before the tenth week so that gains or improvements may appear on their records, including

¹⁸ Table VIII, 200.

¹⁹ A copy of these tests will be found in Appendices V, VI.

the personnel transfer card, at the time of 8A parent interview day. Also at this time pupils, as part of their self appraisal program, write autobiographies, and fill in the Interest Blank (The Woodworth-Cady Questionnaire)²⁰ which is available through the Bureau of Child Study of the Chicago Board of Education. Thus, the 8A pupil at the time of Parent Interview Day has a sound background of material in both academic achievement and self-appraisal that is valuable in the planning for a successful high school career.

The extensive testing program carried out at the Hess provides an opportunity to detect any deviation from the norm. The bulk of these deviations are the low achievers and mentally retarded. Children with intelligence quotients of 80 or below on the Kuhlman-Anderson Test are usually singled out for individual testing by the psychologist. The test administered by this specialist from the Bureau of Child Study is the Revised Stanford Binet. The results of this test and the recommendations of the psychologist may place the child in a special division for slow learners. Approximately 70 per cent of the psychologist's time is consumed with this type of problem. Other major categories given special attention by this specialist are the socially maladjusted, emotionally maladjusted and the gifted. It has been the

²⁰ A copy of this questionnaire will be found in Appendix VII.

policy at Hess to provide special attention and an enriched program for the gifted. Exceptional children in the upper range of abilities are given the Revised Stanford Binet by the Psychologist and placed according to their mental abilities. The emotionally and socially maladjusted child often makes a good adjustment at the Hess. This is due largely to the recognition given each individual person, and the extensive guidance program that works so effectively with these individuals. For example, many pupils when finishing the Mooney Problem Check List make a request for further counseling. However, despite the extensive testing, low class memberships, conscientious teachers, and excellent physical facilities, there are some pupils who cannot conform to expected standards. This problem is covered more extensively in the chapter on Social Evaluation, however, all pupils understand that school rules are rigidly enforced. In a neighborhood where family organization is relatively weak and there is indifference toward authority developed through innumerable social case workers, probation officers, family service type organizations, and contempt for law and the courts, the pupils feel secure in knowing the rules and conforming to them.

As a result of the great interest manifested in health and because of the need in this area, hereafter all children upon arrival on graduation parent interview day will be greeted first by the school nurse who will provide them with a complete health

examination form. The parents are instructed to have a physician examine the child, fill in the form, and return it to the school. The pupil then upon graduation, will have a complete battery of academic tests, some type of personality evaluation, and a thorough physical examination check list in his cumulative folder. Thus the pupils leave the Hess school well prepared for classification and adjustment to life in high school.

(d) Teachers

There are many problems inherent in the opening of a new school facility. One of these is planning for the implementing of such things as books, supplies, furniture and equipment. Though physical facilities may contribute to or detract from an educational program, such things are not the focal point from which the teaching-learning situation will radiate. The core of any school is the teaching personnel.

In November, 1955, at the opening of the Hess School, there was one assigned teacher in the academic field, one in the special division, one adjustment teacher and one assistant principal. This meant that on the opening day twenty substitute teachers arrived just slightly ahead of the children, presenting the problem of an unstable faculty situation at a most difficult time. From this position of tentative insecurity, however, the assigned faculty increased in number and qualified long term substitutes filled existing vacancies.

The staff grew from twenty-five in 1955 to sixty in 1959, the number of assigned teachers increasing from four to twenty-seven in the same period. The teachers are divided into groups according to special training and interests. Language arts, mathematics and science, social studies, social development, home economics, industrial arts, and special divisions are grouped under department heads who coordinate the activities of the department, consult with the teachers and principal on educational offerings, textbooks and equipment. In this way continuity and sequence are added to the program. The chairman of each department spends 50 per cent of his time moving from class to class teaching at all levels and 50 per cent of his time supervising in the classrooms and conferring with teachers, children and parents.

The Hess School has been extremely fortunate in receiving excellent, dedicated teacher personnel. It is through these people and their efforts that the experimental program at Hess has been successful. The faculty is for the most part a relatively young group, for many it is the first teaching assignment. At this point it might be well to note that the many newly assigned teachers instead of creating a difficult situation, actually were an asset, since these teachers proved to be flexible and agreeable to departures from the conventional type of educational program.

Only six of the twenty-seven teachers of the assigned staff of 1959 had more than fifteen years of teaching experience.

Of these six, one was the assistant principal and one the adjustment teacher. For fourteen of this group, Hess was the first assignment as a teacher in the Chicago Public Schools. Since assignment to Hess, nine of these teachers have received higher degrees, either Masters of Education or Masters of Arts, and twenty-one of the twenty-six have taken additional course work toward advanced degrees or additional training in his special subject areas. This represents a significant percentage of people engaged in working toward professional improvement and reflects something of the spirit of initiative that permeates the faculty. This same group has earned an average of 19.8 semester hours in advanced work since 1955; only four have failed to take additional professional training during this time. These assigned teachers average 3.46 years of service at Hess. Since at this time the maximum years of service at this particular attendance center would be four years, this fact illustrates a considerable degree of faculty stability. There have been transfers but considering that this is an area of teacher transiency as well as community transiency, the teacher movement does not seem excessive. The transfers consist of one teacher who resigned to join her husband in Washington, D. C., two who left at the request of the principal, two who passed the high school examinations and were assigned in the high schools, one who passed the principal's examination and was loaned to Chicago Teachers College, and two who were

assigned to schools closer to home. It seems with an ambitious, well trained and energetic faculty that there will be an inevitable upward movement of teachers. This is especially true in a departmental organization such as Hess, since these teachers average 25.73 semester hours of training in a special subject area. Though 61 per cent of them came to Hess as a first assignment, the group as a whole now averages 10.92 years of teaching experience and 8.26 years experience in the Chicago Public Schools. Eleven of these twenty-six teachers have Masters' Degrees. As was noted earlier, nine of these degrees were acquired while employed as teachers at Hess, as of now, six more are in some phase of training toward an advanced degree. This is certainly a significant indicator of the progressive, professional spirit of the Hess Faculty, 58.4 per cent of whom are Negro.

To those who are familiar with the Chicago School System, it is well known that many elementary schools in the city are staffed entirely by women and that in most elementary units the women far out-number the men. This is not the case at the Hess. Undoubtedly the housing of only upper grades and the departmentalized program are attractive to men teachers, since at the Hess two-thirds of the staff are men. This has been consistently true over a period of years. Perhaps it has some merit, especially in the case of classes of overage in-grade boys. Whether or not this can be proven, however, is unknown to the author. Where possible,

the girls are taught by women and the boys by men. One notable exception to this is the course in social development in which all students participate. For the SA boys, this course is handled entirely by a woman, Laura Jolly. It must be noted that Mrs. Jolly is a superior teacher and an expert in this field. Mrs. Jolly conducted the first "Group Guidance" in-service training seminar of District 10 at the Hess School. Over fifty principals, assistant principals and adjustment teachers attended this extremely useful and informative session. Under Mrs. Jolly's able direction, this program at Hess has become the model guidance program for the upper grade centers of the city. (This phase of the curriculum termed "Social Development" or "Group Guidance" is more thoroughly covered under "Program and Organization" in Chapter IV). With the exception of Mrs. Jolly, all boys' divisions have men as teachers. Perhaps this accounts for the small number of discipline cases involving boys that are sent to the office. The preponderance of men on the faculty is an unusual situation, but not an undesirable one for an educational unit below the high school level. There is one weakness at the present time with so many young men on the faculty; this is the constant threat of call for military training. In the last four years, six of the regularly assigned and long term substitute teachers have been drafted and several others are on the verge of military training. In all fairness it must be admitted that the draft boards have been lib-

eral in their deferments of teachers and that at the request of the principal, the Army released one of the teachers fourteen months before the termination of his duty time. Nevertheless, the draft has had a disturbing effect on the young men of the faculty.

Considering the fact that the Lawndale area has the largest number of teacher vacancies in the city and has one of the highest teacher turnover rates of any community;²¹ the Hess School faculty, as indicated earlier, presents a relatively stable picture of teacher tenure (within this particular attendance center). This is a good indicator of high teacher morale, which is also reflected in teacher participation in extra curricular work. For example, the initiating of the guidance program for elementary units was spearheaded by the Hess School and its faculty; the language arts program for District 10 was begun with a workshop on oral communication by the teachers at Hess. The annual talent show is produced and directed by a teacher who spends much of his own time working on this highly successful program. In 1959, the pupils who participated in this show performed before an audience of over 2,000. This production required the active cooperation of thirteen teachers, all of whom put forth time and effort far above normal requirements of a working day to handle tickets, costumes,

²¹ Mary Nealon, Teacher Counselor, Bureau of Teacher Personnel, Board of Education, Personal Interview, August 17, 1959.

drama, lighting, music, curtains, choreography, dressing rooms, ushers, money, and other phases of the program. This partially illustrates some of the spirit, drive and cooperation that permeates the faculty on all occasions. With this type of faculty backing it is possible for a principal to administer a school program with strength and confidence.

In addition to the teaching staff in the regular and special classrooms, Hess has additional services provided by the teacher-nurse, the school psychologist, the speech therapist, the school attendance officer and the adjustment teacher. Although all are needed and are excellent services, the most essential to the school is the adjustment teacher.

The adjustment service has been defined as a "Methodology designed to furnish helpful cumulative information on the individual differences of children as a basis for adjusting the school program to their individual needs so that equal educational opportunity may be meaningful in their lives and in their personality development."²²

The adjustment teacher must be a regularly assigned teacher, holding a valid Chicago Teacher's certificate with successful classroom teaching experience and a familiarity with an understanding of the problems of pupils and teachers at the

²² Mary DeKoker, A Guidance Handbook for the Adjustment Service in Elementary Schools, Chicago Public Schools, Chicago, 1954, I.

level at which he is to serve. Additional professional qualifications are fifteen semester hours of credit in the fields of child development, child psychology or adolescent psychology, test and measurements, personality development, mental hygiene, abnormal psychology, clinical psychology, or psychology of exceptional children, principles of guidance, case work, vocational guidance, counseling techniques, diagnostic and remedial techniques in the teaching of reading.²³

The Hess Upper Grade Center is fortunate in having an excellent well qualified adjustment teacher, Elizabeth Wilson. In addition to the regular adjustment services of assembling and interpreting child study data, she plans parent interview days for graduating classes ranging from two to three hundred and fifty pupils. Ninety per cent of the parents attend parent interviews and six receiving high schools send representatives. This operation requires an entire week. In addition to making maximum use of the Bureau of Child Study facilities, tutoring disabled readers, discovering reading handicaps and reading disabilities and doing remedial teaching in the tool subjects, the adjustment teacher at Hess tests the entire school with standardized achievement forms every semester. This testing program was initiated three years ago when promotion standards were set up for each semester level. Promotion is based on age-grade level achieve-

ments, and on the results of Stanford Achievement Tests. This promotion policy, as indicated in Table VI,²⁴ resulted in a failure rate of 22.30 per cent in June of 1957, 15.53 per cent in June of 1958, and 13.60 per cent in June of 1959, but it did establish a set of educational standards for the community and set up requirements for the contributing schools as well as Hess. This policy on promotion and the accompanying testing program places a heavy burden on the adjustment teacher, and was a somewhat drastic procedure to initiate under existing circumstances. However, it does make for a demand toward academic achievement. Since the testing schedule is so heavy, there is a need for additional help in the adjustment services if this policy is to continue. The recognized need in counseling and guidance has brought about another first for the Hess School. An adjustment guidance counselor position has now been authorized by the Associate Superintendent in charge of Personnel. This will be the first position of this classification in the Chicago Public Elementary Schools. The guidance counselor will be a full time department chairman in charge of the social development program. Thus, a community much in need of counseling at the upper grade level will be supplied with a well equipped, thoroughly trained, enthusiastic and interested professional person. This move in itself is a triumph for the experimental curriculum at Hess and will be beneficial to all

TABLE VI

85

FAILURE RATE

Classes	Date	Total Enrollment	Total Promoted	Total Failed	Per Cent Retained
7B	January	111	108	3	.0270
7A	2nd Sem.	198	191	7	.0353
8B	55-56	100	97	3	.0300
8A		141	141	0	0
TOTAL		550	537	13	.0236
7B	June	181	120	61	33.70
7A	1st Sem.	100	74	26	26.00
8B	56-57	198	129	69	34.84
8A		90	90	0	0
TOTAL		569	413	156	27.42
7B	January	263	201	60	22.81
7A	2nd Sem.	248	180	66	26.61
8B	56-57	220	147	57	25.91
8A		125	125	0	0
TOTAL		856	653	183	21.37
7B	June	341	238	103	30.2
7A	1st Sem.	274	181	91	33.2
8B	57-58	266	217	48	18.0
8A		201	201	0	0
TOTAL		1082	837	242	22.3
7B	January	349	232	115	32.95
7A	2nd Sem.	302	270	32	10.59
8B	57-58	209	184	25	11.99
8A		247	247	0	0
TOTAL		1107	933	172	15.53
7B	June	460	332	109	23.69
7A	1st Sem.	239	193	36	15.06
8B	58-59	259	216	43	16.60
8A		195	195	0	0
TOTAL		1153	936	188	16.30
7B	January	323	229	79	24.45
7A	2nd Sem.	337	281	44	13.05
8B	58-59	211	180	31	14.21
8A		275	272	3	10.90
TOTAL		1146	962	157	13.69

upper grade centers when the policy is universally adopted.

(e) Retarded

The education of exceptional children (mentally retarded) at the elementary level is characterized by several basic essentials, namely, early discovery, diagnosis, placement, survey and continuous census, psychological services, inservice, and pre-service orientation of general educators, and competent teachers.

The mentally handicapped or retarded are those children who are normal or within the normal range in most areas of their development, but who deviate in the area of intellectual growth to the extent that special classes are necessary. They can acquire such sufficient knowledge and ability in the academic areas that the skills can and will become useful and useable tools. An application of the skills learned during the years of their formal education will help them to maintain an independent social and economic existence as adults.

There are three distinct groups of retarded children for educational purposes. Each group has its unique characteristics and unique kind of educational program. These groups are the mentally deficient (including the trainable retarded), the mentally handicapped (educable retarded), and the slow learners.²⁵

Exceptional children are those who have talents or hand-

²⁵ S. A. Kirk and G. O. Johnson, Educating the Retarded Child, Boston, Houghton Mifflin Co., 1951, 7-13.

icaps which make it necessary to provide opportunities, instruction, therapy, facilities, or programs, to meet their immediate needs.

The three objectives of a program for mentally retarded are (1) personal or emotional adjustment, (2) social adjustment, (3) economic adjustment. The total program, including the physical location of the class, the experiences provided for the children, and methods of instruction used, must be of such a nature as to further the achievements of one or more of these objectives. These objectives are not achieved independently with direct, specific experiences. The objectives form the core of the total program, each being related to and dependent upon the others. The skills learned have significance as tools that will enable the child to achieve the basic objectives of the program.

The specific principles in the organization of the program involve competent teachers, appropriate classrooms, examinations (physical and psychological), and diagnosis (academic evaluation and school history), of the children, as well as careful classification and homogeneous grouping.

The planning and execution of the program for the mentally retarded takes into consideration the varied information available at the time of diagnosis, as well as the ultimate potential and position of the individuals, and most of all, requires a trained teacher.

Of major importance in the development of special education are factors related to changing social attitudes toward disability, the development of day school programs, the influence of wars on public attitudes toward handicapped people, the development of parent groups, the change in parent attitudes toward their handicapped children and toward the attitude of society, and the development of research in special education and related fields of medicine, physics, chemistry and psychology.²⁶

Good staffing becomes the responsibility of the administrator, as he is the key to improvement. He can be of profound assistance to his professional staff as they strive to achieve greater skill. The first essential of all, for effective work with mentally retarded children, is a decision by the school to serve such children. Mayo states in a portion of his "Creed for Exceptional Children":

We believe that for the most exceptional children their parents and teachers are the master architects essential to the planning and building of their future.

We believe that the teachers of exceptional children must possess the personality, develop the understanding, and acquire the knowledge and skill through special preparation that will enable them to inspire and motivate, as well as teach the art of making a living and a life.²⁷

²⁶ W. M. Cruickshank, and G. O. Johnson, Education of Exceptional Children and Youth, New Jersey, 1958, 41.

²⁷ L. Mayo, Qualifications and Preparation of Teachers of Exceptional Children, New York, Report to the Educational Conference, October, 1954.

The special class teacher, regardless of the nature of his special class, but particularly if it is a class for emotionally and socially disturbed children, has even more need for intensive training in adjustment techniques, personality theory, and mental hygiene than does the regular classroom teacher. The teachers serving in this capacity need more patience, more applicable personal and teaching skills than a regular classroom teacher. It is necessary to possess the ability to work with the children, to like them, to understand them, and to view them objectively.

The assigned teachers in the special education classes at the Hess Upper Grade Center are well qualified in every respect for this responsibility. Their training and experiences include extensive study of the physical, psychological and educational characteristics of both normal and mentally retarded children; the philosophy underlying the organization of the program; the principles involved in developing a total curriculum, as well as the determination of special curricular methods of teaching. In addition they possess a warm and friendly personality and display genuine interest in the mentally retarded; technical skills in the area of specialization and an understanding of psychological measurement so that the reports of the school psychologists may be read, interpreted and put into practice in terms of the program

and educational methods of this school.^{27a}

Some educators express the conviction that many children who deviate in intellectual abilities can be taught more effectively in terms of their total growth and development in regular classrooms than in special classes, but this regular classroom type of organization would not be in harmony with the ability grouping at Hess.

Placement of a child in a special class within a regular elementary school, which has a cheerful, stimulating and friendly physical environment, means the child is in an educational environment designed to meet his peculiar needs and characteristics. This placement provides opportunities for interaction between the normal and mentally retarded in those areas in which they have equal skills and abilities. The differentiated curricular and learning experiences, consonant with his level of understanding and learning, organized in terms of his particular and peculiar needs, prepare him to live in the society and economy of the community at the level which he is capable of achieving.

The organization of special classes for the mentally retarded are necessary, as these children reach the reading readiness stage much later than the normal child; further their rate of achievement is slower; the highest reading level to be expected is

^{27a} All teachers in Special Divisions have Masters Degrees and special training in this field.

a high fourth or a low fifth grade level. Social adjustment, which involves emotional development and an analysis of health, presents varied problems to the administration.

In order that adequate and appropriate services will be provided for the mentally retarded children in the Hess Upper Grade Center, a complete diagnosis of each pupil is made. This diagnosis is based on medical examinations, psychological examinations, social and educational evaluations. Following an organization of the diagnostic information, a program designed to alleviate or correct the pupil's problem is planned.^{27b}

Many different types of diagnostic procedures are employed to identify those in need of special education. Those pupils whose intelligence quotients range from fifty-five through eighty on the revised Stanford Binet Test are usually referred to special classes, which consists of three divisions, one for girls and two for boys, with twenty pupils in each division. In addition to these divisions there are three "Z" divisions operating on the same plan.

On the basis of educational evaluation the pupils are grouped homogeneously, according to their reading levels. Within the special classes there are other specific groups and a program for individuals who are not able to function with the groups. The special class program for the mentally retarded at Hess Upper

Grade Center is on the same basis as the rest of the school in that it involves departmentalization rather than self-contained classroom activities.

The general educational goals for the mentally retarded are the same as those indicated for the normal child as set forth by the Educational Policies Commission. They are the achievement of self-realization, the development of proper human relationships, the attainment of economic efficiency, and the assumption of civic responsibility. The acquisition of these goals encourages the development of a healthy personality which reflects an appreciation of the arts, a better understanding of moral values, and expedient utilization of leisure time.

The curriculum for the mentally retarded at the Hess Upper Grade Center provides for experiences in these areas: social development, social studies, language arts, arithmetic, science, art, home arts, shop (wood and metal), music, and gymnastics. These areas of learning are taught through the use of meaningful units and activities. The area of social development places special emphasis upon health, attitudes, citizenship, and habits. In social studies, the child is alerted to his present environment, and national and international problems. Other social studies experiences are designed to promote growth in a more acceptable and effective adjustment to personal, social and physical environment. Through language arts activities the child

develops the ability to communicate, to comprehend and interpret the viewpoints of other individuals. Most of the children are capable of achieving a high third grade reading level, a few the high fourth grade level or the low fifth grade level. Special reading skills are taught at each child's developmental level. These include reading to locate information and an awareness of details with skills in independent word attack. In addition, supplementary reading experiences are gained in recreational and content reading related to science, social studies, experience units, and arithmetic problems.

In the area of arithmetic and science the child develops quantitative concepts and skills; he acquires the ability to recognize, to associate, and to make applications of processes involved in practical life situations. The special areas of the curriculum, for example home arts and shop, provide an opportunity to develop the motor skills, and accentuate cooperation, individual accomplishment and feeling of achievement through the successful completion of a worthwhile, useful product. This activity also aids in the vocational adjustment of the youth in that it develops and stimulates an interest in a study of jobs, job requirements, application for jobs, and other factors directly related to gainful employment such as the labor market, transportation, and social security.

The curriculum in all areas is carefully designed to

provide the mentally retarded with activities of a worthwhile nature, which will give them an opportunity for success and consequent feelings of contribution and adequacy. The most important objective of the Hess Upper Grade Center is to prepare the child to live at the highest possible societal and economic level which he is capable of maintaining, as the school program in many cases is terminal.

(f) Gifted

Within the framework of the curriculum at Hess with its regular five track plan and with special groupings for the Educable Mentally Handicapped, ample educational experiences of a desirable nature were provided; yet, it became apparent that this kind of organization was not flexible enough to achieve the maximum possible learning situation for those most talented along academic lines. It was also felt but not expressed that in a structureless society where the prestige of such things as street gangs dominate the thinking of the children, that the grouping of the elite into one or two divisions would bring about a consciousness of the intellectual differences that exist and would help to raise the level of aspirations of the best students. This elite grouping would create a consciousness of individual differences and a respect for academic achievements.

This program was initiated in 1958 and proved these assumptions to be correct. One class was formed in a self-con-

tained classroom. The teachers changed rooms rather than the students. This type of organization had the desired effect; the children adopted a facade of sophistication and aloofness. The climate of the classroom was stimulating, academically aggressive and productive but it was felt the gap between these students and their fellow students had become too wide. Observation on the part of the author, the faculty and students suggested that this arbitrary selection of the best pupils, their placement in one room and their isolation from the rest of the student body was not the best plan at this time. Some re-thinking was done and a new approach was made.

It was obvious to the Hess Center's administration and faculty that many diverse factors were evident in the selection of pupils for gifted classes. It was therefore decided that a combination of the results of standardized intelligence and achievement tests, school marks, and teacher recommendation should be utilized for the selection of Hess students designated as above average.

It was suggested by the Hess administration, after a year of experimentation, that the arbitrary figure of three per cent of the total student population would benefit from an accelerated program. The three per cent student population created a two division organization rather than the one which had produced some undesirable effects. This figure proved to be a wise selec-

tion in its reflection of the students best able to achieve their potential, when grouped in a highly competitive situation. In setting up the program it was deemed necessary that the classroom teacher would be the center of the enrichment program.

A series of conferences were arranged with those persons most actively engaged in formulating the program. Although guided by the administration, the classroom teachers were given full voice on the total program, organization, and techniques to be utilized. The adjustment office was to provide the necessary testing methods by which students would be evaluated and screened.

The first step in the actual selection of the pupils commenced with the preparation of a questionnaire to all classroom teachers within the Center. The nature of the inquiry was twofold in purpose,²⁸ to alert all teachers of their responsibility in identification of students with exceptional abilities; and secondly, to provide a basis for the actual organization of the classroom facilities. Once the prospective students were listed, the classroom teacher was then instructed to meet with all classroom teachers submitting names of prospective students. This move was designed to allow the teacher of the accelerated program to study the prospective students visually and begin research for final selection. It was also recognized by the Hess administration and faculty, that since the teaching personnel for the

28 See Appendix VII.

program were selected on the basis of their ability to identify and establish rapport with their students, the teacher should observe prospective students for purposes of avoiding later failure due to personality factors.

After extensive testing, the prospective names were further screened by the Hess School departmental chairmen, the classroom teachers, and the administration. This action was taken to insure that each of the selected students would be examined from a total vantage point, and basic weaknesses could be brought to the immediate attention of the classroom teacher while strengths of an unusual nature could be noted and treated.

The major aim of extensive testing was to evaluate the prospective students on the basis of their ability to profit from a learning situation which entailed more responsibility than they previously had known.

Within this highly flexible projected approach, the Hess staff felt confident in its outlined concept of the gifted student and his identification and selection.

In order to ascertain the nature of the program at the Hess Upper Grade Center, it is essential to understand that although the curriculum goals and aims are of a multiple organization, the course of study is presented with a major emphasis on simplicity. The total program was conceived with large blocks of

time allocated to specific subject areas.²⁹ With this emphasis on time it is felt that students assimilate and reproduce creatively in a much more rapid fashion, retaining more of the essentials gained in a study of fundamentals.

It must be stated that although certain areas are given precise time limits, this does not apply in the actual classroom situation, since many more hours of actual study are used due to the overlapping and flexibility of the program. In the actual establishment of the classrooms for the gifted the Hess Center's personnel felt that it would be most advantageous to organize a core curriculum. The daily schedule was made semi-self-contained and divided into two segments with one teacher guiding the students through all areas of liberal arts; language arts, social studies and social development. Mathematics and science were organized as a core and constituted the remainder of the students academic day. Formal art, music and physical education are a part of the normal week's activities. Library science is also a regular supervised activity.³⁰ The role of field trips in connection with the gifted program was also considered to be of vital importance, since it provided the necessary primary sources for reference and research.

The classes were separated according to grade level.

29 Figure No. 10, 99.

30 Figure No. 9, 64.

TIME ALLOCATION ACCELERATED PROGRAM

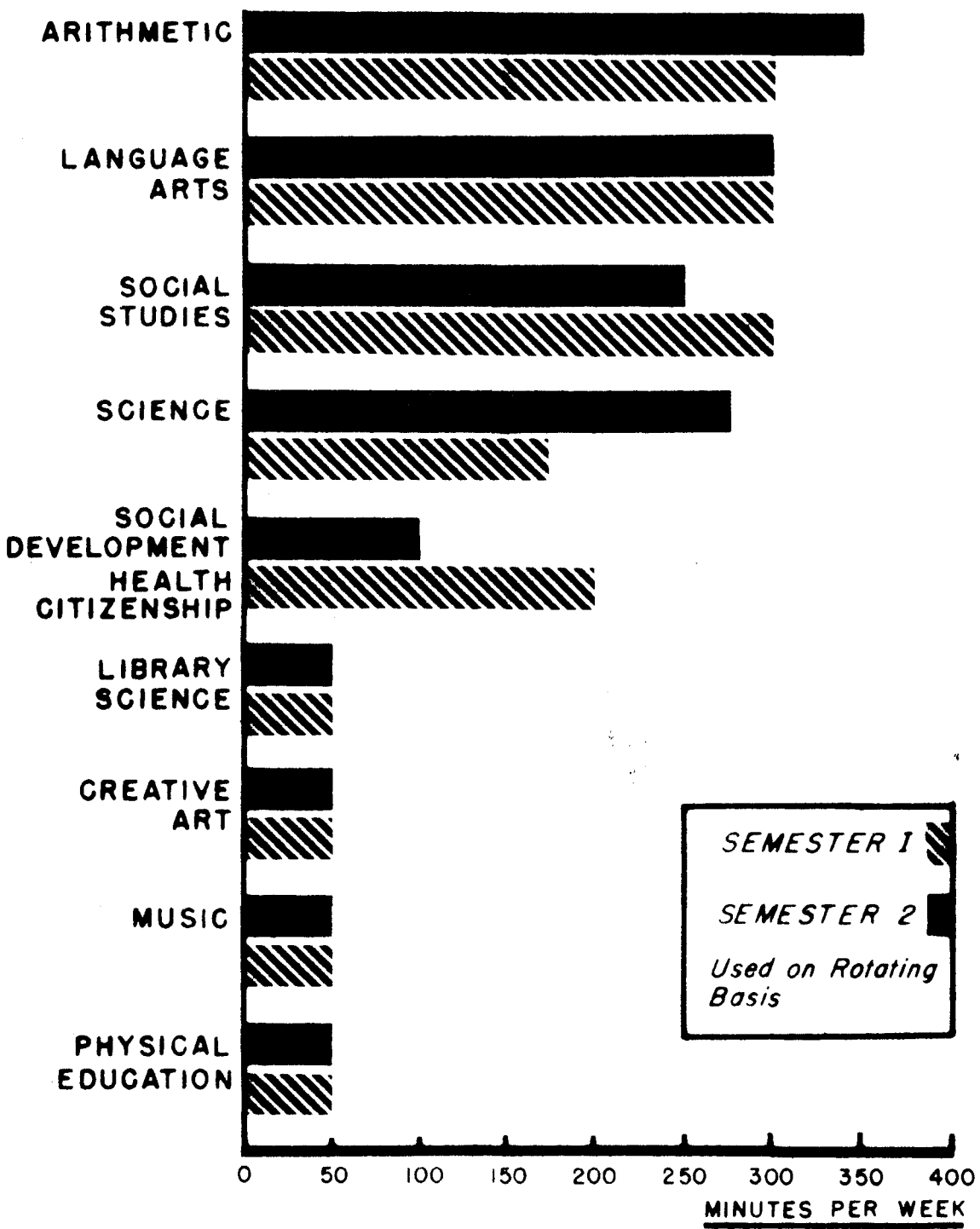


Fig. 10.

One class consisted of twenty seventh graders, and the other totaled thirty eighth graders. This type of organization was utilized because it allowed for group and individual participation in many varied activities.

In terms of future planning and evaluation, the third marking period of each new semester is used for the purpose of organizational meetings between the administration and the participating classroom teachers.

Although the basic structure has been developed for the program, many of the technicalities and techniques are still of such a current nature that they have not been fully resolved. Regardless of these minor problems and some major obstacles, such as almost total isolation of the gifted, the Hess Upper Grade Center feels that for its particular situation it has developed the nucleus of making a significant contribution to the education of its talented and academically gifted students.

C. Social Development and the Curriculum

(a) Principles of Social Development

In a community such as Lawndale, a considerable amount of responsibility for training in personal and social living, personality development, and planning for future vocations rests on the school. It is from this base that steps are being taken to train for economic competence through arithmetic and science, to develop ability to communicate through language arts, to furnish

citizenship training through the social studies; to encourage appreciation for the arts through music and art; and to provide vocational and personal guidance through the industrial arts and home making shops. All of these areas are integrated through the social development program at Hess. In 1956 it was realized that there was a great need for improvement in citizenship responsibility and self-understanding, and a program called social development was initiated at Hess. The Bureau of Pupil Personnel had developed some units in group guidance for use with upper elementary students and these units were offered for use in the social development program. After some experimentation the group guidance units were incorporated into the program and adapted to meet local needs. Social development integrates all areas of life, weighing into the program the local community condition, and endeavors to help the individual improve academically, physically, socially and emotionally.

It should be stated before detailing this program that the key to its success is the teacher, who is responsible for assisting the pupils to gain insight concerning themselves and their opportunities. Throughout the program the aim is to help the pupil develop realistic ideas and images about himself so that he may become self-directing and develop worthy and reasonably attainable goals. Flexibility on the part of the teacher is essential to a successful program.

The outline for the Group Guidance Units follows:

Unit I - Getting the Most out of School

- A. Looking at my school
- B. Getting the most out of learning

Unit II - Self-Discovery and Evaluation

- A. Discovering our interests
- B. Determining our personal characteristics
- C. Exploring our problems as teen-agers
- D. Discovering our abilities

Unit III - Discovering Opportunities for Self-Development

- A. Discovering educational opportunities
- B. Discovering vocational opportunities

Unit IV - Getting Along with Others

- A. Making and keeping friends
- B. Living with adults
- C. Participating in community life³¹

In developing this program at Hess the interests and needs of the young adolescents, and the cultural, social, and economic characteristics of the Lawndale Community were carefully considered. The cultural background and social characteristics of the community detailed in earlier chapters of this paper were found to be strong factors in influencing behavior at the 7th and 8th grade level.

(b) Techniques used in the Program

³¹ Group Guidance Units for Upper Elementary School Grade. Chicago Public Schools. Bureau of Pupil Personnel Services 1955, 21.

Group guidance as it operates in the classroom is the method whereby the class works as a whole on the content of a problem. Reactions at first may be somewhat heated or mixed and may have to be talked out but, through this discussion many opportunities are presented where, by sharing experiences and opinions, common problems are resolved. In a sense it is non-directive counseling in a group. The problems of an individual may seem burdensome, especially in early adolescence, a stage of life which is usually characterized by fast physical growth and emotional instability. However, by sharing problems, something that may seem to be unique to an individual is suddenly brought into perspective when the child realizes that others are struggling with similar problems. The strong feeling of being a part of the group and the necessity to belong can be channeled into constructive paths when students are permitted to pool their thinking and when, under skillful guidance, they devise positive solutions to their common problems. The teacher is the catalytic agent throughout this process.

The first approach in the determination of these common problems was through free group discussions in class, the writing of autobiographies, gathering data about the community, securing data from the schools, and cumulative records. These combined sources provided a cycloramic impression but did not give pictorial graphic analysis of the entire group. After several years of

operation on this basis it was decided that some type of personal-ity study would be used from which a graphic presentation could be made.

The Mooney Problem Check List was selected for this purpose since this check list was designed to identify the problems which a student senses and is willing to express at a given time. Thus, by bringing into the open the problems of the individual, the major concerns of the group as a whole can be assessed. Though this check list is not a test that yields scores which can be measured against national norms, and though the area in which we are working does not lend itself to completely objective evaluation, the check list does provide a base for analyzing the students' problems in relation to their total life situation and it does suggest a plan of action that can be therapeutic for the individual and, in a broader sense, for the group as a whole.

The Mooney Problem Check List consists of 210 items describing personal problems; these items are grouped into seven areas of thirty items each. The areas are as follows:

- I. Health and Physical Development (H P D)
- II. School (S)
- III. Home and Family (H F)
- IV. Money, Work, the Future (M W F)
- V. Boy and Girl Relation (B G)
- VI. Relation to People in General (P G)
- VII. Self Centered Concern (S C)³²

³² The Mooney Problem Check List Manual. Ross L. Mooney, Leonard V. Gordon, The Psychological Corporation, N. Y., N. Y., 1950, 4.

The check lists were administered by the guidance teachers with whom the children were familiar, and were given to an entire class at a time, in groups segregated by sex and grade level. The children were asked to underline items which they felt represented problems for them and they were assured that their response would in no way affect or have any bearing upon their school grades or promotions.

The results of this study presents a most vivid picture of what the youngsters consider their most pressing problems.

"The items marked by the individual are considered symbols of the experiences and situations which comprise his problem world."³³

In this study, conducted during June 1959, on which the graphs that follow are based, there were three hundred and forty-two 7B students who marked the check list, 181 girls and 161 boys. There were three hundred and two 8A's who marked the list, 149 girls and 153 boys. The total number of pupils involved was 644. Of the seven areas listed, the area with the most problems checked by both 7th and 8th graders, boys and girls alike, was Health and Physical Development. Each of the 644 pupils marked at least two items under the heading HPD.

The average number of items marked by the 644 children was sixty-five. Mooney's Manual reports one study in Michigan where 1,689 ninth graders marked the high school form and in which

the mean number of items checked on the entire list was twenty-five. At Hess, the lowest number marked under any one area was two and the highest number checked on any one list in all areas was 152; one-half of the children marked at least fifty-five items. The total number of items checked by the 644 pupils was 42,260.

In preparing the graphs on the Mooney Problem Check List that follow, it was decided that if a pupil checked three or more items in a particular area, i.e., ten per cent or more of the items, his response would be tallied in that area since it indicated the student had made an identification of a matter of concern to him. The pattern of distribution of the total number of checks and the resultant tabulation gives a picture of the status of the identified personal problems of the pupils in the community.

The graph on page 107 includes both 7th and 8th graders and, though this may give the general picture for all, it must be noted that in the breakdown by grade, age and sex that follows there are varying patterns of responses.

In the total and in the more delimited grade analysis, one area that is consistently high is Health and Physical Development. The composite graph shows that, in this category, 98 per cent of the pupils marked three or more items. It might be interesting to note here that it is estimated that 10 per cent of the population of the community do have some type of venereal dis-

THE MOONEY PROBLEM

CHECK LIST

JUNIOR HIGH SCHOOL FORM

644 PUPILS IN
7th & 8th GRADE
OF HESS U.G.C.

% OF PUPILS MARKING
3 OR MORE ITEMS
IN EACH CATEGORY

42,260
TOTAL ITEMS CHECKED

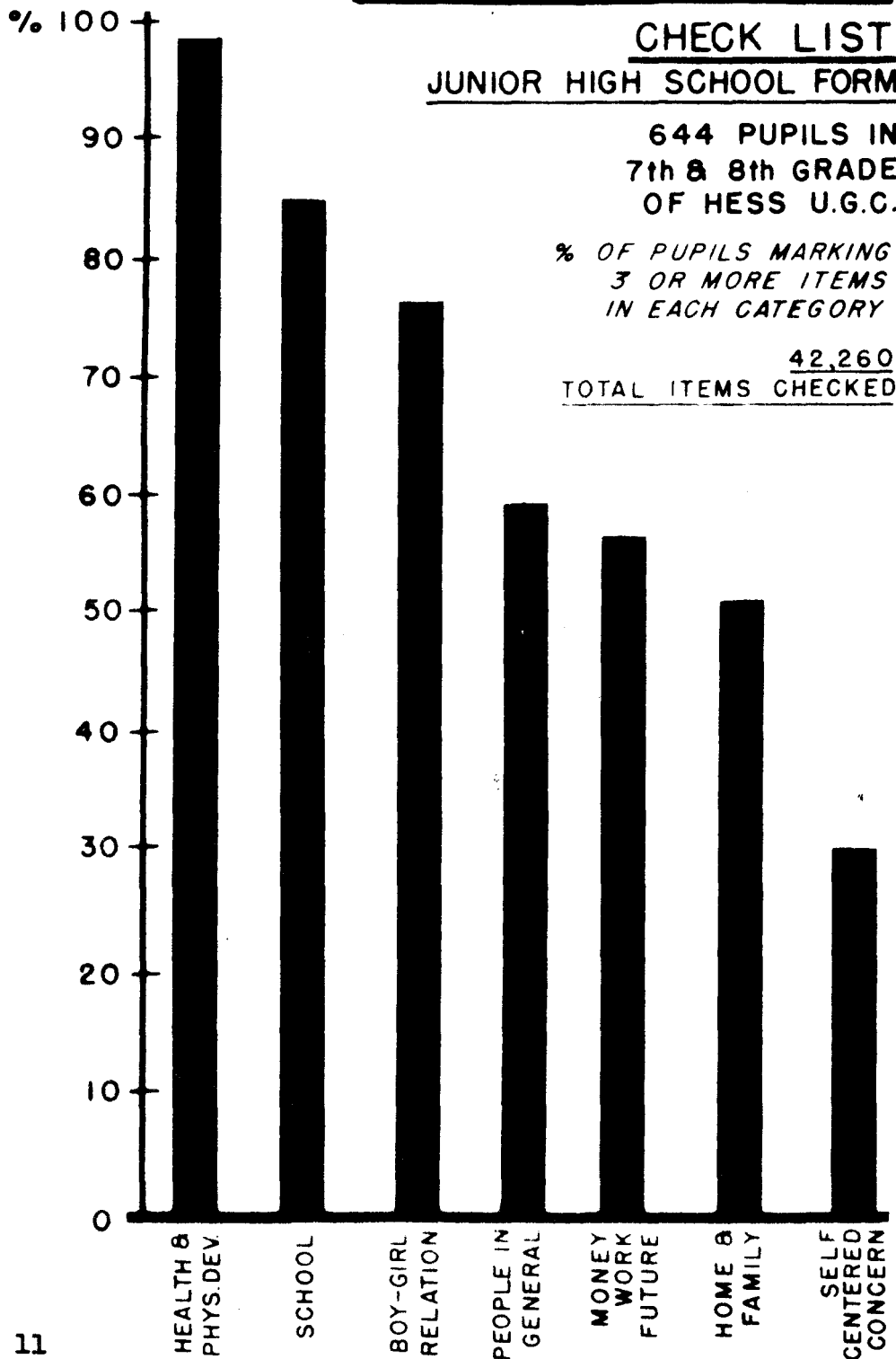


Fig. 11

ease.³⁴ "Often have headaches" and "poor complexion and skin trouble" are consistently checked.³⁵ What does this mean to the school? It means that the curriculum at the Hess where approximately 20 per cent of the class time has been allotted to social development, covering health, self-understanding, physical development, exploring the problem of teen agers and determining their personal characteristics, is a realistic approach to the needs of the community. This approach is relevant and pragmatic.

The second category of most general concern is that of the school. This does not hold true for all sex, age and grade levels, but when the graph is totaled, 85 per cent of the pupils marked three or more items in this area. In the area captioned "School" the items most frequently marked were "slow in reading," "not interested in certain subjects," "don't like to study," "worried about grades," "trouble with arithmetic," and "afraid of failing in school work." The concern manifested in this area is encouraging since it shows an interest in and a feeling of need for academic improvement. It would probably be only fair to note here that the check list was given in a school atmosphere and that since at Hess promotion is based on an achievement--age basis, this policy might have a tendency to bring the school problem area

³⁴ Statement of Ruben Huff, Assistant Director Health Education, Chicago Board of Health, Personal Interview, April 7, 1959.

³⁵ See Appendix VIII.

to the fore of the pupils' mind. However, the fact that 85 per cent of the pupils indicated such a concern suggests strongly that this is a real problem. The results of the checks in this category indicate that the school has created an awareness of need in this area and that achievement grouping should be a sound basis for operation. It also suggests a need for more extensive remedial arithmetic and reading programs, leading, it is hoped, to a feeling of academic security in the child.

The third major category of concern is that of Boy and Girl Relations. In this area 76 per cent of the entire group checked three or more items, the greater percentage being checked by 8th graders. Eighty per cent of the girls and 85 per cent of the 8th grade boys checked three or more items in this category. Both sexes are quite concerned about Boy and Girl Relations as would probably be expected at the age level of twelve to seventeen. The items checked most frequently were "not knowing how to make a date," "going out with the opposite sex." This area is one of major concern to the children at the upper grade level and it would seem, that when dealing with the adolescent child the school should devote time and effort toward helping the child in this area of vital concern. Certainly, in a depressed, highly congested urban area with one of the highest juvenile delinquency rates in the city, there is great need for teaching in Guidance Unit IV, "Getting Along with Others" with the sub-topics of Making

and keeping friends, Living with adults, and Participating in community life.³⁶ With classes segregated by sex it is possible to carry on class discussions at this grade level that are helpful to the child during this period of rapid physical and psychological change. The school nurse spends several hours a week in the girls' social development classes teaching and answering questions. At this stage of life in this community such help would seem to be of paramount importance.

The fourth general area of concern is that of "People in General." In this category 59 per cent of the children checked three or more items. Also, in this category there is quite a sharp division between sexes, the girls manifesting considerably more concern for items in this field than the boys. Typical of problems here are "feelings too easily hurt," "being picked on," "people finding fault with me," "feeling nobody understands me," "getting into arguments," "getting into fights" and "disliking someone." The 7th grade girls had the highest percentage of problems in this area, 75 per cent; the 8th grade girls, 70 per cent. The 7th grade boys had the smallest amount of concern as only 40 per cent marked three or more items.

The next highest field of concern for the group in general is Money, Work and Future. Fifty-five per cent of the

36 Blanche B. Paulsen, Group Guidance Units for Upper Elementary School Grades, Copyright Chicago Board of Education, 1958, 2.

total group checked three or more items in this category. This percentage is misleading since there is a sharp contrast between sexes and grade levels. The four graphs by grade level and sex that follow will be more enlightening than an attempt at interpretation from the results of the group as a whole.

The sixth area of highest concern is that of Home and Family. Fifty-one per cent of the children checked three or more items in this category. As will be seen in the sex--grade level graphs there is not so much divergence of feeling between groups as in some other areas, but it is odd that in a community where approximately 50 per cent of the households do not have both parents in the home this category would not rank among the highest percentage--wise instead of the second lowest. In this category are such questions as "parents separated or divorced," "not living with my parents," "mother," "father," and "wanting to run away from home."

The area of least concern to the group as a whole is that of Self Centered Concern. This area is of least concern to the 7th grade boys, 15 per cent of whom checked three or more items, but 60 per cent of the 8th grade girls were concerned.

Thus the generalized overall pattern of recognized problems for the children at Hess follows in descending order: Health and Physical Development, School, Boy and Girl Relations, People in General, Money, Work and Future, Home and Family and Self

Centered Concern. It is of interest to note the different patterns formed when the problem areas are graphed by sex and grade levels.

Beginning with the 7th grade girls who completed the check list, the results of which are indicated on Graph 12 on page 113, it is interesting to note that everyone of these girls checked three or more items in the area of Health and Physical Development. This certainly indicates continuance of and possibly need for expansion of health in the curriculum. It may also indicate an awareness of the matter of physical development which is probably related to a change of school environment where the young people are precipitately introduced into a school society in which they become members of a large peer group, as contrasted to a situation in which the older girls are but a fraction of the total school complex.

Eighty-six per cent of the girls had three or more items checked in the area of School, 75 per cent in the area of Boy and Girl Relations, 75 per cent in the area of People in General, 55 per cent in Self Centered Concern, and only 20 per cent manifested enough concern in the area of Money, Work and Future to check three or more items. In discussing this with the attendance officer, the teacher nurse, and the chairman of the guidance department, it was felt by all three that the subsidies under the Aid to Dependent Children Program are a heavy factor in under-

THE MOONEY PROBLEMCHECK LISTJUNIOR HIGH SCHOOL FORM7th GRADE GIRLS

*% OF PUPILS MARKING
3 OR MORE ITEMS
IN EACH CATEGORY*



Fig. 12

mining any concern toward planning for delayed rewards in the form of better homes, more secure jobs and prudent planning. Nevertheless, renewed emphasis must be put on discovering means of self-development through available educational and vocational opportunities.

The 7th grade boys show their greatest concern in the area of Health and Physical Development; this is followed by School, and the third highest area of concern in Money, Work and Future, with 80 per cent of the boys marking three or more items as compared to 20 per cent of the 7th grade girls. This is certainly a substantial difference in attitudes between sexes and a hopeful note on which to plan for future training. Boy and Girl Relations rank fourth, below that of the girls; Home and Family is next, followed by People in General. In this latter area, 75 per cent of the girls marked three or more items while only 40 per cent of the boys manifested concern. The last area of concern and the lowest of all tabulations is that of Self Centered Concern. Only 15 per cent marked three or more items. A glance at Graph 12 on page 113 and Graph 13 on page 116, clearly indicates the difference in thinking between the boys and girls at this grade level.

In comparing the Graph on page 117, 8th grade boys, with the Graph on page 118, 8th grade girls, there appears a wide divergence in attitude. The girls follow a pattern of concern similar to that of the 7th grade girls, Health and Physical Devel-

opment, School, Boy and Girl Relation, People in General, Home and Family, Self Centered Concern and lastly Money, Work and Future. A sharp contrast appears when the two 8th grade Graphs are compared. The boys at this point are concerned about Health, but School is moved down to position number four, while Money, Work and Future has three or more items checked in 90 per cent of the cases; Boy and Girl Relations also moves ahead of School as a problem area.

This shift in thinking apparently reflects a growing awareness on the part of the boys of the necessity to prepare for the future. It must be noted here that the boys in their guidance courses have been subjected to more intense and broader training on vocational and job opportunities whereas the girls have been exposed to more health education.

In reviewing this material it might be well to recall to mind the age, as well as the community and cultural background of these pupils. Many of these children are fifteen and sixteen years, some seventeen and occasionally there will be an eighteen year old. This is not a typical 7th and 8th grade distribution. The attitude of the girls is reminiscent of the analysis by E. Franklin Frazier on the southern Negro in Chapter I,³⁷ but there is a sharp departure from this approach in the great concern

³⁷ E. Franklin Frazier, "The Cultural Background of Southern Negroes," 7.

THE MOONEY PROBLEMCHECK LISTJUNIOR HIGH SCHOOL FORM7th GRADE BOYS

*% OF PUPILS MARKING
3 OR MORE ITEMS
IN EACH CATEGORY*

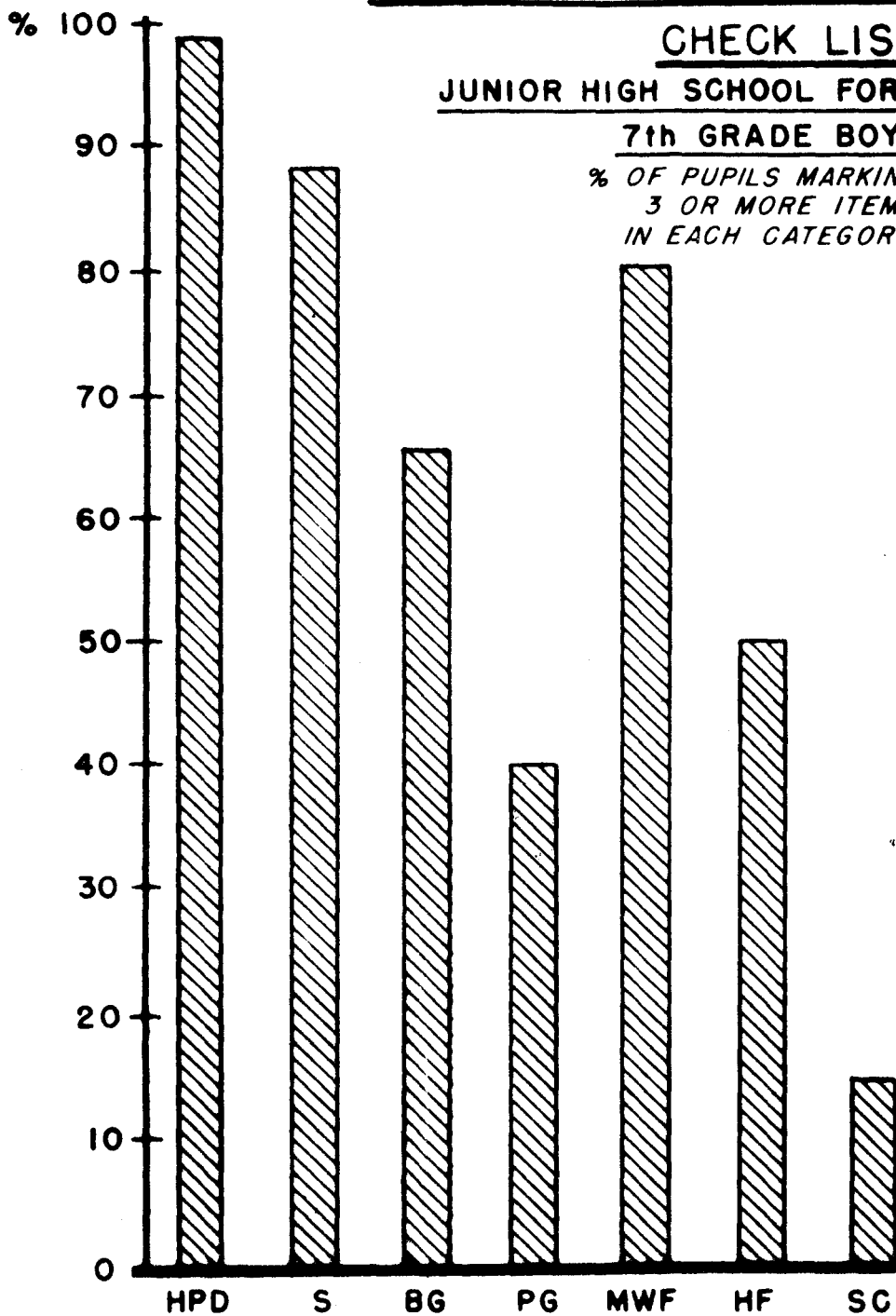


Fig. 13

THE MOONEY PROBLEMCHECK LISTJUNIOR HIGH SCHOOL FORM8th GRADEBOYS

*% OF PUPILS
MARKING 3 OR
MORE ITEMS IN
EACH CATEGORY*

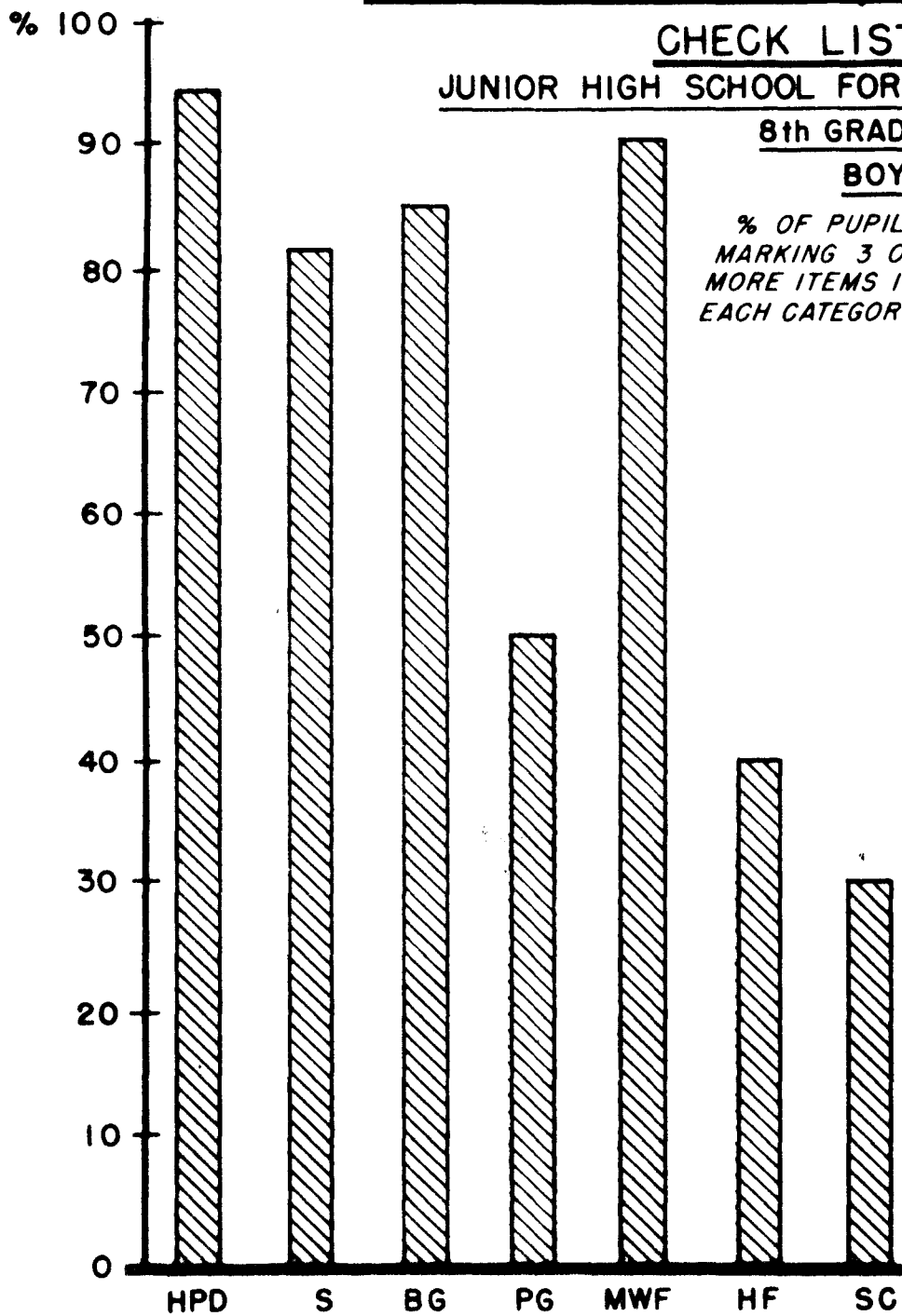


Fig. 14

THE MOONEY PROBLEMCHECK LISTJUNIOR HIGH SCHOOL FORM8th GRADE GIRLS

*% OF PUPILS MARKING
3 OR MORE ITEMS
IN EACH CATEGORY*

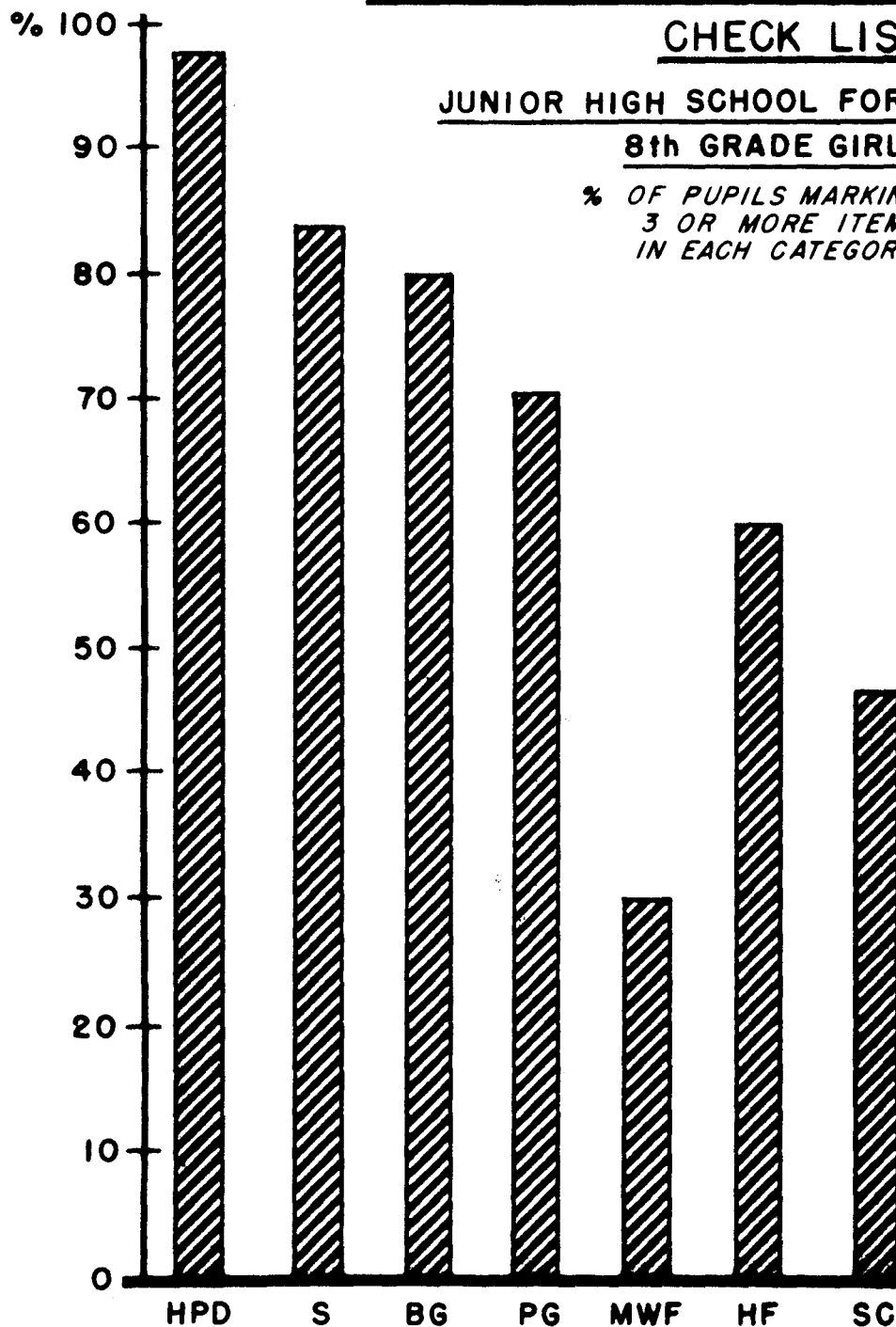


Fig. 15

shown for School and the inability to read and compute at grade level; secondly, it is clear that the boys are concerned about earning a living and obtaining work, whereas the girls are concerned about overweight, awkwardness in meeting people, hurting peoples' feelings and a feeling that no one understands them. The boys show little or no concern about these items. Boys are much concerned about money, as they feel a great need for it to finance dates and leisure time activities; 98 per cent of the boys checked the item, "wanting to earn money of my own." In an interview on September 11, 1959, with Robert Wiedrich, a reporter from the Chicago Tribune, Officer Richard Ford of the Fillmore Station, who has been in the Lawndale area ten years, categorically stated that 50 per cent of the juvenile delinquency could be eliminated if there were job opportunities for these boys.³⁸ There are few job opportunities in the area and even fewer part time employment situations; consequently this problem remains unsolved. Along with the school's extensive guidance program, some type of placement service for part time jobs should be developed. A realistic approach to this need for financial aid is necessary. Health education is in operation but, here again, it appears deeper penetration is needed. Health should perhaps be a first objective.

Counseling services should be expanded beyond the present group type approach since there appears to be a great need

38 See Appendix XII.

for someone to talk to. Ninety per cent of the students expressed a feeling of relief after filling in the check list and asked for more opportunities to write out, think out, and discuss matters of concern to them. This phase of the curriculum has been allocated more time, and in light of the conditions existing in the community, such a program seems to be on a sound basis.

(c) Working through the Subject Areas

1. Language Arts

Ben, 14-1, and Lillie, 13-2, were born in Sunflower County Mississippi. They lived on a sharecrop farm near Sawdust Creek. Fifteen miles away was Captain Jack's General Store where food, clothing, gasoline, kerosene for lamps, postal transactions and everything for human survival was secured other than commodities raised on the farm.

Three months out of the year Miss Parks came from Natchez to the old one-room schoolhouse on John Brown's Hill to teach. Miss Parks was a kindly woman but had spent only two quarters at Jackson Teachers College. Nine months were actually spent tilling the soil and sometimes the three months of schooling were split or not spent entirely within the classroom. Qualified teachers did not accept such locales as Sawdust Creek because of the pay and the short and uncertain school term.

Throughout such areas the machine gradually replaced hands and Ben and Lillie found themselves, with their family,

northward bound on their first train ride aboard the Illinois Central.

A diesel engine, red caps, porters, conductors, toilets with running water were entirely new experiences for them. The closest they had ever been to a train was "Ole Rebel" that came by daily at 2:40 P.M. while they were working in the south forty.

Through Memphis their eyes were wide from the things they saw; by the time they reached Lawndale area in westside Chicago their eyes were the size of saucers.

They were settled in an apartment for which facilities were adequately functional for not more than four or five humans. Yet, there grand-parents, uncles, aunts, cousins and their children doubled in beds and were arrayed on floor pallets.

Ben and Lillie were brought to the school office by Uncle Joe, their grandfather. To the school clerk he said, "Dese is muh gran' chillun. I brung dem heah fo to redish." The clerk found it very difficult to understand, but after prolonged questioning ascertained that these were his grandchildren and they were brought to be registered for school.

Due to the heavy testing, remedial, and guidance program of the adjustment teacher, Ben and Lillie were sent to an experienced reading teacher for tentative placement. The teacher had each read orally from Gray's Standardized Reading Paragraphs.³⁹

³⁹ Wm. S. Gray, Standardized Oral Reading Paragraphs, Public School Publishing Co., Bloomington, Ill.

These consist of twelve paragraphs ranging from first grade through twelfth grade. They were given to establish each child's level of difficulty in reading. Ben's level of difficulty was around fourth grade. He was sent to a 7A room of boys his age and size and approximately same reading level. Lillie, practically a non-reader, was placed in a 7B room of girls of low reading ability. For records and administrative policy they were later tested and found satisfactorily placed.⁴⁰

In this portion of this treatise we are concerned with the average child with an IQ ranging from 75 to 110. The accelerated and below average child have been discussed in another section.

At the Hess Upper Grade Center, all classes are departmentalized homogenously according to reading. The Language Arts Department is divided into two sections: Reading and English (intake and output) and Spelling and Handwriting (output). The Language Arts teacher assumes the responsibility of making the students proficient in the arts of reading, listening, speaking and writing.

Reading

Like many administrators and teachers all over the country, we too, have been greatly concerned over what can we teach

⁴⁰ Stanford Achievement Test; Intermediate Reading Tests: Form Jm.

such children as Ben and Lillie, who are deficient in reading. From their past experiences it is very difficult to persuade them that they eventually can read. In correlation with the social development program, we first get them to understand that they have a deficiency or deficiencies. We try to get them to understand that two people (teacher-pupil) can get together, find the difficulty, and correct it. We attempt to arouse their interest in reading and give them confidence in their abilities and in themselves. These children are facing new experiences and must be properly guided. They are introduced to new concepts; are facing new problems; and have new desires. The outcome of these new encounterings greatly depend on teacher-pupil relationship. It is not only the teacher's task to make better readers but to aid and guide the child in other developments; to provide a haven of peace from dreaded incidents; to help him to acquire a sense of belonging and provide happy experiences.

When the Hess Upper Grade Center was set up a careful study of the basic reading texts of the contributing schools was made. The study revealed that most generally the Macmillan and Scott-Foresman series were used; so, for those pupils reading 6th, 7th and 8th grade level these two series are used. For those pupils who read at 5th grade and below, we found that Lyons and Carnahan (The Bond Series), S. R. A. Elementary Reading Laboratory and the Reader's Digest effective. To insure continuity in the

basic reading program careful records are kept on individuals and classes. When a change is made from more than one basic reading series it is done through a teacher-departmental chairman-principal conference. We favor the cobasal reading program (Macmillan and Scott-Foresman); the other series are used in conjunction with these two series or as supplementary readers.

There are eight cycles; each cycle has five rooms of which one room or frequently two rooms are reading up to grade level. The remaining three rooms are considered remedial rooms. Those reading on grade level generally follow this plan:

1. Preparation for reading
 - a. motivation
 - b. presentation of new words
2. Individual silent reading
3. Discussion and interpretation of what was read
 - a. time allotted for slower readers
 - b. provision for fast readers
 - c. re-reading orally to clarify confused points
4. Skill building
 - a. workbook
 - b. use of teacher's manual
5. Extending interest
 - a. recreational reading
 - b. paintings - correlation with Art Department

The remaining three or four rooms follow a remedial program based on the five steps given above but naturally slower processes are used. The Lyons and Carnahan, S. R. A., and Read

ers' Digest are used principally to reach the maturity level of the pupils and for the retention of their dignity. These children are given material which is not difficult for them to read. Each teacher is provided with an individual check list⁴¹ to determine, as nearly as possible, where difficulty lies. Fourteen questions are asked, followed by accompanying tests. After each test is administered, an explanation is given as to what the pupil's answers mean. A careful analysis of the pupil's reading test results and this check list provide the teacher with "near pin point" diagnosis of his case.

This check list provides exercises that reveal whether: the individual knows the names of the letters of the alphabet, he tries to use context clues, he knows consonant sounds; he can substitute beginning consonant sounds to unlock words like his sight vocabulary words except for the first consonant; he can hear the short vowel sounds in words, he can tell when vowel sounds are long in words, he knows the common vowel digraphs, he can blend letters to form words, he sees the common prefixes as units, he sees the common suffixes as units, he sees the compound words as units, he can divide long words into parts, he can understand simple expository units and at what level he can read independently with ease and comfort.

⁴¹ Reading Trouble Shooter's Checklist, Webster Publishing Co., 1958.

The pupil in the remedial class is encouraged to build a stock of sight words and to remember words from context clues, structural analysis and dictionary skills. Generally in the reading classes the incidental approach to phonics is used, that is as the need occurs.

In all reading classes the pupils are encouraged to discontinue vocalization and lip movement, side to side head movements, and finger pointing. We encourage reading a page to know its contents without re-reading, the use of the topic sentence, following of the author's plan of thinking, reading in thought phrases, and forcing eyes to keep reading forward.

English (Oral and Written Expression)

This phase of the Language Arts Program is primarily concerned with proficiency in communicating effectively. The teaching of oral and written expression is in keeping with the techniques and procedures provided in the Supplement to Teaching Guide for The Language Arts of the Chicago Public Schools.⁴²

Due to the immigration of such pupils as Ben and Lillie there are certain problems peculiar to this locale we had to face and solve. Talks with executives and clerks of community facilities reveal that the adults and parents of these children are not clearly understood. A telephone operator stated that she received

⁴² Supplement to Teaching Guide for the Language Arts for Grades 7-8, Chicago Public Schools, Board of Education of the City of Chicago, Chicago, Illinois.

a call on an occasion like this--"Uh wanna call Nawluns." After several unnecessary minutes she found that he wanted to make a call to New Orleans. This type of speech problem exists with the children in this area also, exemplifying the transitory element of speech patterns of parent to child.

A main defect of the children in the Lawndale Area is the influence of the southern dialect which entails chronic mumbling. We stress four phases of speech improvement:

1. Voice training and control
Tongue, lip and breathing exercises⁴³ are given as corrective measures of chronic mumbling.
2. Pronunciation

We know that spelling, in our language, is not a very reliable guide to pronunciation. There are a number of fairly common words that are mispronounced. In some cases there is a choice of pronunciation, but one form is usually given first in the dictionary which means that pronunciation is the preferred one. A check list is kept on frequent kinds of mispronunciations. The incorrect pronunciations are given followed by the preferred pronunciation.

<u>Incorrect</u>	Emphasis on the wrong syllable	<u>Correct</u>
<u>address</u>		<u>address</u>
<u>decorative</u>		<u>decorative</u>

⁴³ Lucille D. Schoolfield, Better Speech and Better Reading, Expression Co., Boston, Mass.

Incorrect

police
theater

Correct

police
theater

Wrong ending

readin
writin

reading
writing

Adding sounds

athelete
colyumn
mischievious
umberella

athlete
column
mischievous
umbrella

Interchange of sounds

childern or chillun
modren
pattren
prespiration

children
modern
pattern
perspiration

Omission of a syllable

crool
jool
presdent

cruel
jewel
president

Addition of "r"

feller
yeller
warsh

fellow
yellow
wash

Miscellaneous

han
haid
jist or jest
jedge
liberry
horsepital
samitch
redish
wahter or warder
axed

hand
head
just
judge
library
hospital
sandwich
register
water
asked

3. Delivery

Children are given the opportunity to listen to and see teachers, visitors, administrators, film, and television as

models; as aspects of good and bad delivery. They have the opportunity to criticize that which they have witnessed. They also have opportunities to deliver through use of the microphone, tape recorder, planned and extemporaneous classroom talks and evaluate themselves.

4. Correct Usage

One of the best practices in exercising correct usage for these children lies in dramatization. Throughout the school year students present assembly and classroom demonstrations to practice good usage, delivery, and expression.

In written expression, grammar and usage are taught in accordance with The Language Arts Supplement⁴⁴ Recent tests and classroom written work reveal that the background is poor or grammar and usage have been neglected areas in the lower grades. We try to take the pupil back and review him on those skills he should have had on the fundamentals of grammar and usage. Grammar is taught along with usage because it tells children "why" and recent test scores show that they understand and retain more than when only usage is taught. The child will improve when he has a need; yet, the classroom teacher should guide him to that need as early as possible. The classroom teacher must help the pupil to make correct usage habitual. He must become the dominating in-

⁴⁴ Supplement to Teaching Guide for The Language Arts for Grades 7-8, Chicago Public Schools, Board of Education for the City of Chicago, Chicago, Illinois.

fluence of the speech habits of his pupils.

On each grade level every child must perfect during the semester one business letter, one social letter, book reviews and reports, outline of two articles and outline and write two "how to do it" articles. We feel that, correlated with other phases of the Language Arts Program and other subject matter, this is sufficient to give him formal practice in written expression and evaluate him fairly.

The teaching of reading and english is developed through the teaching of the parts of a sentence and paragraphing. If, when reading, the child can immediately find the topic sentence and within that topic sentence find who or what is talked about (subject-noun) and what is said about who or what (predicate verb) then he is better able to get a good idea of what the entire paragraph is about. We use this technique widely and find great increases in paragraph comprehension.

The schedule on page 131 is used by language arts teachers and found very helpful for a successful program. Mainly, the children know what they are to do and materials to bring at specified times. They get a picture of the organizational set-up and produce favorable results.

All day Monday and first period through fourth period Tuesday is devoted to thorough use of the basic reading text with accompanying workbook. This is to insure continuity in the basic

skills. The fifth and sixth periods Tuesday and all day Wednesday is devoted to written and oral expression. Third period Thursday through sixth period and all day Friday are periods for use of supplementary reading, review of English, testing, correcting and proofreading written work and other culminating activities.

	1	2	3	4	5	6
M	Basic Reading	Basic Reading	Basic Reading	Basic Reading	Basic Reading	Basic Reading
T	Basic Reading	Basic Reading	Basic Reading	Basic Reading	English	English
W	English	English	English	English	English	English
Th	English	English	Supplementary reading--English review and testing			
F	Supplementary reading--English review and testing					

Spelling

Spelling-handwriting teachers have the same type of program as the Reading-English teachers; training children to be proficient in their respective subject matter in correlation with other subjects.

Teachers of arithmetic, science, social studies, and home mechanics send the spelling teachers in their respective cycles a vocabulary list of words that the children will encounter

in their subjects. The children understand that they will experience seeing and using these words.

When new words are presented, synonyms and meanings also are discussed and given. When the pupils are tested they are given the synonym or meaning and asked to spell the word that applies. Antonyms are sometimes presented too; this technique tends to help the children retain correct spelling, know the meanings of and opposites of new words and has been proven to increase the vocabulary. The system of assigning twenty or twenty-five words per week and simply calling them out at the end of the week was found quite unsatisfactory. Most children learned these words for the test on Friday and forgot them shortly after.

In addition to using the regular procedures of learning to spell a new word as being provided with good copy and memory techniques; the spelling teacher is responsible for supplying the mechanics of reading. She teaches systematic phonics,⁴⁵ dictionary skills, and structural analysis. The children understand that this room is really a laboratory for reading and that they are to apply principles learned here to other courses of study. The mechanics of reading are placed here with the spelling-handwriting teacher because we have found that, if in a regular reading class, too many problems of word recognition, word analysis, phonetic

⁴⁵ Lucille D. Schoolfield and Josephine B. Timberlake, The Phonovisual Method, Phonovisual Products, Inc., P. O. Box 5625, Friendship Station, Washington 16, D. C.

analysis and other mechanics are presented; interest and gain are affected.

Handwriting

In the instruction of handwriting, legibility is the keynote. Children in these classes are urged to be consistent in slant and spacing. Another important factor is writing with speed as a time saving device.

Handwriting is taught with paragraphing, capitalization, punctuation and general construction of sentences. The pupils are given time and guided in correcting papers and themes for other courses of study; particularly in reading and English.

2. Social Studies

To be successful, any effective program of social studies instruction depends upon a clear analysis of tasks to be accomplished as well as upon earnest and intelligent work upon the tasks. A variety of data must be assembled and examined in terms of a conceptual framework if significant and valid goals and direction are to be inferred from that data.

Information about a specific group of children in a particular school in a particular community is a prerequisite in any local effort for curriculum improvement or modification; general data common to most children of a particular age group is not sufficient.

Data gathered from observation or school records con-

cerning general level of intelligence, scores on tests in map reading, the use of references, the index and the dictionary and facility in democratic relationships can be used as prime sources for determining objectives. But we also must know what to expect from pupils on the basis of social class background as well as on the basis of individual differences in intelligence and rate of maturation if our objectives are to be at all realistic.

Revelations from sociometric techniques and school records throw illumination on the interests and fears of a particular social class group of children, and their implications for objectives, as well as for kinds of instructional materials, efficient method utilization and evaluation are also of prime importance in the total process of curriculum development at local levels.

The social studies program at Hess School seeks the attainment of the system wide objectives, and in adaptation to the local setting incorporates results of a decentralized curriculum study.

As teachers worked with suggested city-wide resource units during the first year of the schools existence, it became apparent that certain adaptations to meet local needs would be necessary. Since an underlying purpose of all social studies programs is to develop ability to study, think, and solve problems in contrast to emphasis on memorizing facts, the concern was

identifying and initiating practices which would lead to a realization of this purpose, and at the same time provide opportunities for students to practice good citizenship from the time they enter school. While the city-wide program provides for vertical and horizontal articulation in the areas of achievement and social-personality development, an analysis of most of the students entering (7B through 8A) revealed inadequate foundations in these areas. It seemed that a clear road to follow would be outlining a program which would give major attention to (1) the fundamentals of reading, writing, and tools of understanding which are essential to every civic duty, (2) stress the functional aspects of skill and attitude development, and (3) recognize the fact that the heart of the problem in teaching the social studies would be teaching how to cooperate effectively.

Our procedural goals have consisted essentially of the following steps:

1. A study of the present trends in social studies.
2. An analysis of pupils in terms of background and abilities.
3. Statement of objectives.
4. A shift in grade placement of a group of topics from the city-wide sequence.
5. Incorporation into the program of a definite arrangement for the teaching of skills.

6. Selection of materials of instruction suited to the special needs of the pupils in terms of utility, concreteness, learnability.
7. Use of reading materials especially adapted to the level of reading ability attained by individuals.
8. Selection and use of procedures, activities and exercises designed to aid a remedial reading program, and further a developmental reading program.
9. Creating learning situations in which reading skills can be taught with greater effectiveness.
10. Assuming a definite responsibility in maintaining and inculcating a political philosophy favorable to our democratic institutions and to the American way of life.
11. Experimentation for a basis or procedure for building democratic attitudes and procedures with our particular groups.
12. Establishing means of measuring and evaluating progress toward our objectives.
13. Use of the double period or "block of time" made available, for the fusion of Social Studies and language arts activities.
14. Seeking opportunities for coordination of work in various subject areas.
15. Compiling a file of suggested procedures for teaching social studies in our program.
16. Movement away almost entirely from the students dependence on a single textbook.

As major objectives and basic concepts and skills to be developed during a possible two year period became clear, selection of specific activities and materials and semester by semester overview of the program was necessary. Our objectives determined

to a large extent the vehicle for presentation of subject matter should be a "broad fields" or integrated program. Specialists in elementary school-curriculum building have long favored such integration because it brings together information and ideas which belong together and avoids the difficulties which arise from the artificial separation of social studies components. In the Hess situation, where students enter the 7th grade retarded for a multitude of reasons and have not made the usual progress expected at this level, this type of program allows the teacher to begin at the students point of mastery, stressing skills ordinarily taught in 4th, 5th or 6th grade. Under such a program the children can be encouraged to make the progress possible for them.

American society is not a classless society but is divided into status groups on the basis of such factors as occupation, income, where one lives, with whom one associates, educational background, family background and the like. Children growing up in different social class families learn different attitudes, values and knowledges which affect their work in school. Phillips has described some of these differences:

Lower-class

It is more fun to do things when a cop is after you for doing it.

Boys and girls who stay in school after they are 16 years old are usually trying to keep from going to work.

Schools teach a lot of things that don't work out when you actually get on the job.

Girls and women should take "back seat" to men and boys in most things.⁴⁶

Perhaps what Phillips and other investigators have reported can be of most value to us if we consider it from these two areas: (1) pupils from different social classes are motivated differently as far as school achievement is concerned, and (2) pupils from different social classes differ in their background information for school learnings.

Pupils from different social classes come to school with different expectations. Few of the lower class pupils expect to attend college, suggestions that they could attend college sometimes brings out smiles or a surprised look. Many are kept in school past the legal age limit merely because to keep them in school insures continued A. D. C. checks, report cards do not have the significance that they have with middle class pupils.⁴⁷ There is much generalized truth in the above and such statements are frequently quoted in sociological school studies, and yet the author has found through observation that the children of Lawndale who attend the Hess Upper Grade Center and who meet all the re-

⁴⁶ E. Lakin Phillips, "Intellectual and Personality Factors Associated with Social Class Attitudes among Junior High School Children." Journal of Genetic Psychology, September 1950, 77:60-72.

⁴⁷ Allison Davis "Socio-Economic Influences in Learning" The Phi Delta Kappan, XXXII, January 1951, 253-256.

quirements for lower socio-economic grouping, do, with the exception of the most dull, have great concern over school marks and grade placement. This statement is substantiated by the survey with the Mooney Problem Check List referred to earlier in this chapter which indicated the area of second greatest concern to these children was that of "School." Report card day is a day of tension, excitement and emotional outburst. These children do need different motivation but not so different an approach as is sometimes emphasized. Item two mentioned "pupils from different social classes differ in their background information for school learnings" weighs heavily in the social studies program. Seventh and 8th grade pupils who do not know which direction is south or which direction is north, and do not know what an elevation is or where the Chicago Loop is, present a background informational problem for the school.

It is obvious that there is no easy answer to the problem of motivation. But teachers do have in the social studies program a body of subject matter with considerable appeal to the interests and needs of all social classes. Problems of family living, of war and peace, of housing, of earning a living; all of these are of lower-class as well as of middle and upper-class concern. Tying the subject matter closely to the concerns of the pupils is the skill needed. Housing, for example, need not be an impersonal study of what is being done in some faraway city, but

can concentrate on housing problems in the immediate community. The use of teaching methods involving many visual aids, group projects, field trips and the like will also help vitalize the program. For lower-class pupils particularly, emphasis needs to be placed on a varied approach to problem solving rather than on book-reading alone. As Allison Davis has pointed out, the school curriculum tends to reward the middle-class pupil whose verbal comprehension and fluency is more fully developed, and to penalize the lower-class pupil who has not had the same opportunity to develop verbal skills.⁴⁸ Teachers in social studies and other areas, working in "rural and urban communities" should not fully enforce middle class achievement standards on the children but rather lift the standards step by step with a warm sympathetic and understanding approach to the learning situation.

Past study and experience are very influential in the present social studies program. Broadly the program is viewed as one of the successive steps in basic social studies experience for pupils as they progress from infancy through early adulthood and consequently a step through the entire formal program of general education.

Every state in the Union has some sort of statutory requirement for the teaching of American History, the United States

⁴⁸ Allison Davis, *Social Class Influences Upon Learning*, Cambridge: Harvard University Press, 1948, 38-46.

Constitution, and State constitutions. The program at Hess recognizes its position and obligations for maintaining a curriculum sequence organized by the local board of education and mandated in part by legislation. The Teaching Guide for Social Studies developed by the Chicago Board provides the framework of intellectual learnings, and in general terms the basic approach toward knowledge and understanding, critical thinking and problem solving skills. This guide is an over-all outline rather than a detailed course of study organized in terms of the abilities and interests of children and youth in general, and seeks to develop the knowledge, attitudes, skills, and habits which adult experience has shown are necessary for successful American citizenship. Since the guide suggests, rather than dictates, a program suitable for the "average" group in an "average" school community, local option has been exercised in choice of units under a unifying theme at each grade level and the program adapted to meet local needs. The Supplement to Teaching Guide for Social Studies, Grades 7 and 8,⁴⁹ provides the following outline for the upper grades. This overview recommends "Neighbors in Eastern Lands" which includes the Middle East, East Asia, India and Southeast Asia for the 7B semester, but experience in the first year of operation at the Hess clearly indicated this unit to be too distant for most of the

⁴⁹ Benjamin C. Willis, The Supplement to Teaching Guide for Social Studies, Grades 7 and 8, Chicago Board of Education, 1959.

OUR NATION AND ITS WORLD NEIGHBORS

7B SEMESTER

NEIGHBORS IN EASTERN LANDS

I. THE MIDDLE EAST

- A. The Land on Which the People Live
- B. The People and Their Ways of Living
- C. The Ways in Which People Occupy the Land
- D. Present Conditions in the Region

II. EAST ASIA

- A. The Land on Which the People Live
- B. The People and Their Ways of Living
- C. The Ways in Which People Occupy the Land
- D. Present Conditions in the Region

III. INDIA AND SOUTHEASTERN ASIA

- A. The Land on Which the People Live
- B. The People and Their Ways of Living
- C. The Ways in Which People Occupy the Land
- D. Present Conditions in the Region

IV. AUSTRALIA, NEW ZEALAND AND THE ISLANDS OF THE PACIFIC

- A. The Land on Which the People Live
- B. The People and Their Ways of Living
- C. The Ways in Which People Occupy the Land
- D. Present Conditions in the Region

V. THE CONTINENT OF AFRICA

- A. The Land on Which the People Live
- B. The People and Their Ways of Living

- C. The Ways in Which People Occupy the Land
- D. Present Conditions in the Region

7A SEMESTER

BUILDING THE FOUNDATIONS OF THE AMERICAN NATION

I. BECOMING AN INDEPENDENT NATION

- A. Conflicting Viewpoints between England and the Colonies
- B. Uniting to Preserve Freedom
- C. The Revolutionary War, 1776-1783
- D. Peace of 1783

II. GOVERNING THE NEW NATION

- A. Creating the Constitution
- B. Meeting the Problems of the New Government: Economic, Political, and International

III. GROWTH OF THE NATION

- A. Through Territorial Expansion
- B. Through Economic and Cultural Expansion

IV. CONFLICTING INTERESTS WITHIN THE NATION

- A. Reasons for Growing Differences between North and South
- B. Attempts to Preserve the Union
- C. Struggle to Defend Opposing Ways of Living
- D. Problems of Reuniting the North and the South

MODERN AMERICAN HISTORY AND GOVERNMENT**3B SEMESTER****MODERN AMERICAN HISTORY**

- I. GROWING INTO A MODERN INDUSTRIAL NATION
 - A. The New Industrial Technology
 - B. The Great Age of Inventions
 - C. Immigration and Modern America
 - D. The Rise of Cities, 1860-1950
 - E. Big Business and Organized Labor
- II. ATTAINING WORLD LEADERSHIP
 - A. The United States, a World Power
 - B. World War I
 - C. Depression in the Wake of War
- III. WORLD TENSIONS RESULT IN WORLD WAR II
 - A. Working for World Peace between the Wars
 - B. World War II
 - C. Aftermath of the War
- IV. AMERICA'S POSITION IN THE WORLD TODAY
 - A. Need for World Peace
 - B. Promoting Peace Through the United Nations
 - C. American Responsibilities as Leader of the Free World

3A SEMESTER**GOVERNMENT AND CITIZENSHIP RESPONSIBILITIES**

- I. HOW OUR NATIONAL AND STATE GOVERNMENTS FUNCTION
 - A. The Declaration of Independence
 - B. The Study of the Constitution of the United States
 - C. Constitution of Illinois
 - D. Flag Etiquette
- II. THE RELATIONSHIP OF YOUNG CITIZENS TO THE GOVERNMENTS OF CHICAGO AND COOK COUNTY
 - A. How Our City Government Operates
 - B. What Our City Government Does to Improve our Ways of Living
 - C. How Our County Government Operates
 - D. Other Local Governmental Units
 - E. How We can Meet Our Responsibilities to Our Government as Young Citizens and Young Adults
 - F. The Role of Statesmanship and Leadership in Local Government
- III. DEVELOPMENTS IN OUR CITY AND PLANS FOR CHICAGO'S FUTURE
 - A. Chicago as the Focal Point of the Middle West
 - B. Social and Economic Developments Affecting Our City
 - C. Planning for Chicago's Future

children. The outline was revised so that the first semester covered material closer to home: "Building the Foundations of the American Nation." Even when discussing the United States many pupils were hopelessly lost. Their knowledge of direction consists largely of knowing how to get to the store and knowing how to get to and from school, consequently during the 7B semester much time is spent on procedures for building skills in map and globe interpretation. The pupil must understand that maps are representations of the earth or parts of the earth upon a flat surface. Lines, dots, colors and sometimes words and signs are the means by which the earth is generally represented. To the person who knows how to read these symbols, maps reveal a wealth of information useful in solving problems and in gaining understandings which require a consideration of locational or regional facts. Maps make clear in short order what would take many pages of text to describe. It is desirable to teach map reading skills in their proper sequence and at the proper time. Slow learners or young people with little or no previous training in map skills (common at Hess) are not ready for the activities in map and globe interpretation suggested for grade seven and eight. To acquire these skills, the pupils need definite instruction in proper sequence as a part of the on-going activities of the classroom. Growth and competence in these skills is uneven, and adaptation to the ability and experience of particular students depends on

the teacher.

The degree to which a reader can interpret a map depends upon his ability in the six basic skills listed below. These must be developed if maps and globes are to be used effectively. They are:

1. The ability to orient the map and note directions.
2. The ability to recognize the scale of a map and compute distances.
3. The ability to locate places on maps and globes by means of grid systems.
4. The ability to recognize and express relative locations.
5. The ability to read symbols and look through maps to see the realities for which the symbols stand.
6. The ability to correlate patterns that appear on maps and make inferences concerning the association of people and things in particular areas.

Much practice should be given even when there is evidence of mastery of certain skills. For example, student students constantly must be reminded that north on a map is always toward the north pole, and south is always toward the south pole no matter what type of projection is being used. Direction arrows or symbols should always be placed on any map the children make or use--locations should be noted in relation to grid lines, poles, equator.

With the development of some understanding of maps,

globes, time, distance, measurements and the relation of ones home to the rest of the world it is possible to move forward through the course of study with far greater understanding.

3. Arithmetic and Science

In order that an instructional program be effective it must consider the material to be covered in terms of the learner, his abilities, background and capabilities as well as the community in which he lives. In the average school the arithmetic program is under the direction of one administrator. Thus it is integrated from grade one through eight. At the Hess, however, this is not the case for two reasons. First, there are just two grades--the 7th and 8th, and second, the transiency rate of students is high. Therefore, continuity and sequence for incoming students is a problem--real and challenging.

How well are these students equipped to study arithmetic? How has their past schooling and experience prepared them for further study? What can we do to help them attain the skills and understandings needed for future success? This last question will be discussed later in this section.

Being upper grade students their basic character traits and study habits are established and we can at best only hope to modify them. Some of the more apparent traits which we must overcome are:

1. A lack of pre-school concepts.

2. Undeveloped skills due to moving from school to school.
3. The inability of students to comprehend what they read.
4. A lack of mastery of the basic facts.
5. Poor attitudes due to previous experiences.
6. An unwillingness on the part of the students to work with one skill long enough to learn it and practice it to insure mastery.
7. A lack of encouragement and assistance at home.
8. Poor study habits and limited study skills.
9. The inability of the students to discuss an idea in a teacher or pupil lead discussion.
10. The need for lengthening their attention span.

In the past much of the emphasis on instruction in arithmetic has been on the social aspect of the subject. Today, however, with the advent of the sputnick and other technical breakthroughs, the emphasis has been shifted to the understanding of skills and the meaning of the various operations and their purpose.

This new point of view is clearly shown by the recent publications of the major book companies and the various study groups established by the United States Government, private foundations and the national organizations of mathematics and arith-

metic teachers.

All of these groups agree that basic facts and skills must be mastered before the more advanced skills can be learned and mastered. However, there are different ideas as to how and when these skills should be introduced. The various theories range from having the curriculum as is, stressing meaning and understanding, through placing some of the present elementary skills in the high school curriculum and some of the high school skills in the elementary school curriculum, to delaying the teaching of the basic facts and primary operations one full year. The advocates of each of the afore mentioned plans have some valid reasons for their curriculum. The purpose of this section is not to discuss the strengths or weaknesses of any of these programs, but to show current thinking in this area and how our program is based on one of them and modified to meet the needs of our students.

Some general statements on which all successful programs are based and to which all current schools of thought adhere in the formation of their programs are:

1. When a learner sees meaning in what he learns, he is learning effectively.
2. Individuals differ in their receptivity for learning.
3. Appropriate motivation is essential to effective learning.
4. Practice is a necessary but not a

sufficient condition for effective learning.

5. Effective learning is continuous and developmental in nature.
6. Learning to use the laws and materials of a field of study involves applying them in a variety of practical situations.
7. Continual failure by an individual at any level makes for ineffective learning.
8. A favorable general reaction to a learning situation helps learning; an unfavorable reaction interferes with learning.
9. Learning is promoted by practice in formulating reasonable individual goals.
10. Active participation by the student tends to produce an effective learning experience.
11. Knowledge of one's progress contributes to effective learning.⁵⁰

Our arithmetic program is based mainly on the idea that basic facts and primary skills must be mastered before the more advanced skills can be learned and mastered. To this we overlay the idea of teaching high school skills in the elementary school for those who are ready, and the teaching of some of the elementary skills in high school for the slow learner.

How is such a program set up? How is it carried out?
How is it evaluated?

The program is set up so that, while basically rigid,

⁵⁰ Twenty-Fourth Yearbook, The National Council of Teachers of Mathematics, Washington, D. C., 1959, 405-430.

it is flexible in application to meet the needs of every individual. The basic rigidity is obtained by minimum basic standards for each of the four semesters. The flexibility is developed by allowing the students to advance as far beyond the basic standards as abilities will allow. If a student passes the basic standards of a more advanced semester he is given a brief review of the required skills and then continues at his own rate the rest of the semester.

The basic standards as set up by semesters are:

7B Semester - Whole Numbers (Area I)

- I. Whole Numbers
 - A. Reading and writing
 - B. Periodic and place value chart
from millions to millionths
 - C. Rank order of numbers
 - D. Frequency of numbers
 - E. Rounding off numbers
 - F. Roman numerals
- II. Addition -- Mastery of all difficulties⁵¹
- III. Subtraction -- Mastery of all difficulties
- IV. Multiplication -- Mastery of all difficulties
- V. Division -- Mastery of all difficulties
- VI. Word problems -- involving the four operations of whole numbers
- VII. Measurement
 - A. Linear measure
 - B. Perimeter
- VIII. Graphs
 - A. Line
 - B. Bar
- IX. Vocabulary -- Words necessary at this level of work

⁵¹ All operations are explained as to what they are and what they do before they are formally started in class.

7A Semester -- Fractions (Area II)

- I. Fractions
 - A. Parts of a fraction
 - B. Meaning of a fraction
 - C. Types of fractions
 - D. Uses of fractions
 - E. Changing fractions to lowest terms
 - F. Changing fractions to higher terms
 - G. Ratio and proportion
- II. Addition -- Mastery of all difficulties
- III. Subtraction -- Mastery of all difficulties
- IV. Multiplication -- Mastery of all difficulties
- V. Division -- Mastery of all difficulties
- VI. Changing fractions to decimals
- VII. Word problems -- involving all skills learned in whole numbers and fractions
- VIII. Measurement
 - A. Square measure
 - B. Area of any polygon
 - C. Weight
 - D. Time
- IX. Vocabulary -- words necessary at this level of work

8B Semester -- Decimals (Area III)

- I. Decimals
 - A. Meaning of decimals
 - B. Use of decimals
 - C. Review of reading and writing skills
 - D. Expansion of the periodic and place value chart from hundred trillions to hundred trillionths
- II. Addition -- Mastery of all difficulties
- III. Subtraction -- Mastery of all difficulties
- IV. Multiplication -- Mastery of all difficulties
- V. Division -- Mastery of all difficulties
- VI. Changing decimals to fractions
- VII. Word problems -- Using all skills and operations learned thus far
- VIII. Measurement
 - A. Circle
 - 1. circumference
 - 2. area
 - B. Cubic measure -- Volume of any solid figure
- IX. Graphs
 - A. Circle
 - B. Picture

X. Vocabulary -- Words necessary at this level of work

8A Semester (Area IV)

- I. Review of all operations and types of numbers
- II. Percent
 - A. Three cases taught as one concept
 - B. Percents greater than 100%
 - C. Percents less than 1%
 - D. Percent involving time
 - E. Compound interest
- III. Word problems -- All types
- IV. Measurement
 - A. Liquid
 - B. Dry
 - C. Metric System
 - 1. Linear
 - 2. Weight
 - 3. Problems in area and volume using the metric system
- V. Vocabulary -- Words necessary at this level of work

Not part of the basic standards, but part of the curriculum is Area V. This includes:

Area V

- I. Banking
- II. Insurance
- III. Numbers raised to powers and extracting the square root of numbers
- IV. History of numbers
- V. The extension of our number system into signed numbers
- VI. Other number systems
- VII. Simple equations
- VIII. Volume of spheres
- IX. Geometric constructions
- X. Advanced vocabulary

To have these minimum basic standards and yet allow rapid advancement by capable students, let us represent the material in graphic form using the various Areas outlined above.

GRAPHIC REPRESENTATION OF THE ARITHMETIC PROGRAM

Semester	Area I	Area II	Area III	Area IV	Area V
7B	_____
7A	_____
8B	_____
8A	_____

The continuous line represents work that the students must have mastered by the end of each semester. The broken line shows how far a student may go in any semester.

The preceding chart represents the expected achievement of our average (continuous line) and gifted (broken line) students. The goal for slow students is to advance as far as possible, starting with Area I.

When a new student arrives in 7B or any semester he is given an Area Achievement Test⁵² covering the material in Area I. If he is successful he takes the Area Achievement Test for Area II and so on. However, if he fails any part of an Area Achievement Test he is given a diagnostic test in the area of failure to pinpoint the skill which must be taught.

From the results of these tests we obtain our individual

⁵² All Area Achievement, diagnostic and mastery tests are made by the Hess Arithmetic Department.

class groupings. Pupils may advance from one group to another by passing a mastery test covering the material of that group. The mastery test is given when the teacher feels that the student will be successful. If however, the student does not appear ready for a mastery test the teacher will give a teacher made test to check the student's progress.

The student's progress is recorded on the Student Progress Chart⁵³ which is posted and shows the progress of each individual student. This chart covers all the material of Areas I to IV. They are a great aid in teaching for all pupils have the need to feel that they are accomplishing something and here is a graphic representation of their progress. In addition to this chart there is the Student Achievement Chart.⁵⁴ This enables the teacher to see the potential of his students and if the student is working up to his capacity.

When a student is promoted to another class all available information about the student is forwarded. This eliminates the need for retesting to find the achievement level and allows for the continued and uninterrupted growth of the student.

As part of this program it has been found both necessary and helpful to make available to the student a textbook correspond-

53 A copy of these charts will be found in Appendices VIII, IX.

54 Chart No. 2 at the end of this section.

ing to his achievement level. To supplement this material we make available a wide range of textbooks and workbooks.

Textbooks

Basic text:
Understanding Arithmetic Laidlaw 6-8

Supplementary texts:
Growth in Arithmetic World Book 5-8
Making Sure of Arithmetic Silver Burdett 5,7,8
Cage Champions Webster 8
Home Run Hitters Webster 7
The New Arithmetic King 4-8

Workbooks

Lennes Essentials of
Arithmetic Laidlaw 4-6
Refresher Course Steck 9

Future plans for our arithmetic program call for the 7B and 7A arithmetic rooms to be located so as to allow the teachers to regroup their classes among them. This we hope will give each teacher one group of students to plan for at a time (two at most). Of course a student will still be allowed to pass from one group to another, giving greater recognition to individual progress and encouraging all students to make as much progress as possible. The 8B and 8A rooms will not follow this same pattern because of the various 8A activities which would take both teacher and students out of the program. The program, however, will give the students the required concentration on skills they need for one year and it is hoped that this will enable most of them to be at or above grade level by the end of the 7A semester.

The evaluation of a program of this type seems relatively easy--administer a standardized achievement test with national norms. This we do; we use the Stanford Achievement Test. The results, however, must be viewed not only with where our students stand compared to the average, but also how far have they advanced while at our school.

Results of past semesters show that while many of our students are not up to grade level they are now achieving at a faster rate than they were before. Another noticeable fact is the increasing number of students who are testing at or above grade level. The future plans for the arithmetic program were devised to help more students attain this greater level of achievement.

Science

The science program at the Hess Upper Grade Center is developed through a two way attack. One phase, the area of "living things" is incorporated into the large time block devoted to social development. This covers health, physical development and the interdependency of living things; it was felt that this area might better be a part of the more personalized atmosphere that exists in the classroom activities that are so closely related to guidance. The second phase of science is cored with the arithmetic program, since much of this phase is objective measurement, such as simple chemical change, light and sound, energy and basic electricity. The disassociation of the personal from the objective

and the correlating of the second phase with arithmetic would be a sound approach. The program has now been in effect four years and as indicated in the first part of this chapter, the placement of "living things" in social development seems to be a reasonable approach. As demonstrated by the Mooney Problem Check List Survey, the greatest concern of these children is that of health. Since this phase has been covered earlier, it will not be pursued in this section.

To generalize the science program of a school of seventeen hundred 7th and 8th grade children is difficult when the intelligence quotients of the student body range from fifty to one hundred and forty and the school organization is based on a seven track plan ranging from the gifted to the educable mentally handicapped. It must be kept in mind that the flexibility of the program adapts the curriculum to the level of the particular class. For example, the study of the nature of the atmosphere in a class of the gifted would be far more enriched and extended than the treatment it would receive in one of the lower echelons.

The major concepts of the science program at Hess are as follows:

Living Things

1. Plants and animals, including man, are living things.
2. Living things have basic needs.
3. Living things are interrelated with each other and with their physical environment.

4. Living things carry on life processes.
5. Living things have many structural forms.
6. Man is dependent upon products of nature.

Earth and Space Beyond

Universe

1. The universe is very large and very old.
2. Stars are moving bodies of hot matter radiating energy.
3. The sun, source of the earth's energy, is a medium-sized star in the Milky Way.
4. The sun and all the bodies which revolve around it (planets, moons, planetoids, comets, meteors) comprise the solar system.

Earth

5. Seasons are caused by: the tilt of the earth on its axis and the revolution of the earth in an elliptical orbit around the sun; and day and night are caused by the rotation of the earth on its axis.
6. The earth is a planet of minerals, rock, soil, air, and water.
7. The earth's surface, or crust is constantly changing.
8. The moon is the earth's only natural satellite.

Atmosphere

9. The earth is surrounded by a blanket of air, water vapor, and dust particles.
10. Air is a mixture of gases which occupies space, has weight, and exerts pressure.
11. Weather is caused by changes in temperature, pressure, wind, and moisture.

Behavior of Matter and Energy

1. Matter exists in three basic states in nature (Kinetic Molecular Theory).
2. Matter and its properties depend upon atomic structure, the essence of which is electrical.

3. In ordinary reactions the total mass does not change and the total energy remains the same. In nuclear reactions, mass is converted into energy (Law of Conservation of Mass and Energy).
4. Energy appears in many forms which are interconvertible (Law of Conservation of Energy).
5. The interaction of matter and energy is constantly changing the universe.⁵⁵

The materials for developing these major concepts is detailed in the Supplement to Teaching Guide for Science, for Grades 7-8, Board of Education, City of Chicago. This supplement has been most helpful in our planning. The activities presented continue a spiral development based on the concepts presented to the lower grades. The supplement details information relevant to the specific concept by reference to the Basic Textbook List, listing both book and page number. All films and film strips that apply to a particular concept are listed, science radio programs related to the units in the supplement have been carefully chosen and developed. A science program following this guide will be on a sound basis. One weakness in the case of the Hess is that the program outlined earlier is predicated upon the assumption that children in the upper grades have a background of knowledge and a level of maturation that enables him to generalize and relate ideas that are presented.

"In recent years forceful and dramatic events, indicative

of the unfolding possibilities of science have stirred our country to a new evaluation of its scientific accomplishments and concurrently to a renewed interest in and emphasis upon the role of science in the curriculum at all levels of education."⁵⁶

These words of Superintendent Willis pinpoint the intense surge of interest in the teaching of science in the elementary schools in the last few years. Due to this tremendous public interest and with the aid of Federal, State, and Municipal funds, vast numbers of our schools are being furnished with the modern equipment that is so necessary if the pupil's natural curiosity about the world around him is to be stimulated and satisfied. Now with this equipment as well as up-to-date text and reference material, many more young people will be able to participate in real-life activities, thus learning to understand our natural environment, develop skills of problem solving, and develop the habit of scientific thinking.

In a depressed urban area such as surrounds the Hess school, there has been a limited opportunity for participating in these activities. But now, with modern physical equipment, visual aids such as movies, film strips, and slides, the new pictorial type of text and reference material, and increased opportunity for field trips and scientific expeditions, these students horizons

⁵⁶ Benjamin C. Willis, Supplement to the Teaching Guide for Science, Grades 7 and 8, Board of Education, City of Chicago, 1959, VIII.

are widened past the narrow limits of their own environments to the larger fields of these new experiences. Further, these pupils need no longer be hampered by a limited reading ability, since so much more opportunity is given learning through real or easily visualized experiences.

The Hess is well supplied with audio-visual materials, slide projectors, tape recorders, film strips and motion picture films. All science rooms are equipped with movable science tables and science kits. The teachers of science and arithmetic are by choice and training selected for these areas. Thus one of the frequent weaknesses encountered in the teaching of science at the elementary level, that of lack of interest and little background in science on the part of the teacher, is not a problem at Hess. Progress is being made, as will be brought out in the Chapter on Evaluation. In both 1958 and 1959, Hess students ranked first and second in the competitive science examinations conducted at Marshall High School in which all contributing schools participated. Hess students are as well or better trained in this field as other children in the surrounding community, however, in all fairness it must be emphasized that the science program at Hess is not given the time nor the emphasis placed on language arts, arithmetic and social studies. It is felt that with a good background in the fundamental process, one semester or one year of general science in high school, where the teacher

is working with older and more mature children, the students should cover all elementary school material plus advanced work.

4. Practical Arts

Home Economics

Shop

The organization of the Hess program and the large number of upper grade children involved lends itself to a departure from the traditional Home Mechanics program of the Chicago Public Elementary Schools. The conventional home mechanics classroom combines all the units within the program into one shop which is equipped with drill press, jigsaws, stoves, refrigerators, etc., if training is to be provided in a small school, this type of organization is necessary. The merits of one shop equipped to teach the various units of home economics and home mechanics is not the problem here. However, the use of unit shops such as woodshop, metal shop, foods, clothing and home living certainly has advantages over the combined unit.

"The Industrial Arts in grades seven and eight prepares the students for effective living and intelligent citizenship in our industrial society by providing educational experiences which deal with materials, processes, products, occupations, and problems of our industrial world."⁵⁷ Since this phase of the curri-

⁵⁷ Mary G. Lusson, Mary Mark Sturm, Louis V. Newkirk, Practical Arts for Upper Grade Centers, Chicago Public Schools, Chicago, 1957, 5.

culum is considered one of the essentials of general education in all schools, it carries even more weight when viewed in the light of an upper grade center in a depressed urban area in which eighth grade in many cases approaches terminal education. This section will be divided into two main parts, first: the shops for boys, and second: the home arts program for girls.

There are three shops for boys at the Hess, in the 7th grade they are introduced to woodworking; in the 8th grade there is advanced woodworking, and another unit shop in metals. The introduction to woodworking at the 7th grade level seeks to acquaint the students with the mechanical and hand processes of the woodworking industry and to build fundamental skills in handling tools. They learn to shape, fashion, and finish wood and at the same time learn safety practices in the use of machines and woodworking tools. This introductory program is followed by the more advanced work of the 8B semester in which they are acquainted with jobs available in this field, an appreciation of design, finish and types of wood plus an understanding of what craftsmanship is. This is an area of great need since the tendency with these children seems to be inaccuracy and the hasty completion of a project. Thoroughness and careful workmanship are habits that must be inculcated if the proper base is to be established for future employment in the woodworking industry. At this stage they are also acquainted with the need for home repairs and maintenance which is

an area sadly neglected in Lawndale. The more advanced students are given experience in the reading of plans, gathering information, and working with drawings that utilize the mathematics of the classroom. As a result of this training the boys make better heads of households, better citizens and better judges of wood products which are encountered in everyday living. They know how to work with wood, clamping, fastening, finishing, sawing, planing, nailing, drilling, chiseling, sanding and scraping. They are introduced to woodwork and to shop practices. Their total accomplishment will be summarized after the metal shop program is described.

Since metals play such an important part in our everyday life it was decided that when a third unit shop was to be established at the Hess, this shop would be one that would acquaint the student with steel, aluminum, tin zinc, lead and other non-ferrous metals and provide some background toward job orientation in this vast industry.

This course in metal working gives the student an understanding of the various metals used in our modern industrial world. It presents an overall picture of the metals industries with a view of the job possibilities and opportunities available therein. It makes him a better informed consumer of metal goods and teaches him the safe and correct use of metal working tools and simple machine processes such as shaping, fastening, process-

ing and finishing metals. It does what the woodworking shops do to provide him with a background experience in shop work that is valuable when seeking a job or moving into more advanced training. After two semesters of metal shop the boys are able to use the common measuring and layout tools such as gauges for sheet metal and wire, the micrometer, the steel scale dividers, calipers and the scratch awl. They can cut sheet metal parts with a straight or curved tin snips, they can bend, shape and form metals, solder, grind and drill metals, bolt, file and etch; in general they have good training in elementary metal work.

The shop program for boys at Hess provides many good project experiences and much needed technical training. It provides shop experience that is valuable for vocational guidance and job opportunities, but it does not and cannot, at this stage, develop finished craftsmen. There is great need in Lawndale for some type of vocational training for the over-aged terminal student so that he may have something to sell on the job market. As indicated earlier in the chapter under Social Development, these boys are most concerned about "Money, Work and Future."

The home arts courses at Hess are largely activity courses that train girls in personal and social development, family economics, consumer education, housing and home furnishing, home care, money and buying, management, using leisure time, child care and development, foods and nutrition, clothing, health and

home safety. This is an area in which much improvement is needed if the pupils of Lawndale are to have better home and family life. Home arts is an area of utmost importance in a matriarchal society if not in any society, and much of Lawndale is a matriarchy. The nutritional pattern of the community as reflected by the children is not good. Carbonated beverages, dill pickles, French fries and hot dogs seem to be the standardized lunch menu. When the children are sent to the office for being ill, nine out of ten will admit they had no breakfast and are not in the habit of eating in the morning before coming to school. It would seem that the eating habits acquired by the families since moving into an urban community have retained little of the past and have not assumed the best of the new. Then again, there are many cases in which there simply is not enough money to feed the family properly. In one home to which the author delivered a Christmas basket there was no food whatsoever. Any child reported to the office for being hungry is fed immediately. Many of the families that are in dire need are helped through the school but most of these cases are not brought to the principal since the attendance officer is a competent and experienced person, who as it should be, takes care of these things through her knowledge of welfare agencies.

Food is only one aspect of home life. Another is the living unit itself and speaking from personal experience the writer can say some of the homes are indescribably horrible. This

is not a broad general statement but made only after visits to homes, or rather apartments; it is the feeling of the writer that this is an even more serious problem than that of overcrowded schools, juvenile delinquency, crime and other aspects of a community fraught with social ills. It is in this area of home living that the school again provides as part of its curriculum education that is greatly needed.

It was not by accident that home arts at the Hess developed into a sound program to meet the needs of the community. Careful consideration went into the plan for this phase of curriculum. Excellent supervisory assistance was always available through the Division of Home Economics of the Chicago Board of Education. The plan consisted of one, to provide the best possible physical facilities and the most modern equipment available, and two, to provide the best possible teachers. The organizational arrangement is a general course in home living at the 7th grade level and specialized training in foods and clothing in the 8th grade.

Home living, because it is the beginning course, is a general survey of the home economics program and introduces the girls to the major areas of learning in homemaking. Classroom experiences start with the girl herself and are directed toward improving personal appearance, practicing good manners, developing qualities of friendship, and learning what it means to be a good

family or group member.

Because of the great need for improved nutrition, several weeks are spent acquiring some basic knowledge of good nutrition. This is accomplished through the planning and serving of attractive, enjoyable food plus study and observation of present eating practices. Through laboratory experiences the girls also learn habits of cleanliness and sanitation and practice good management procedures, acceptable table manners, and desirable personal conduct.

Another area of activity is in clothing and textiles. The limitation of time precludes development of any appreciable degree of sewing skill. The primary aim, rather, is to acquaint the girls with the basic sewing tools, fundamental sewing techniques, and simple pressing methods, with the ultimate goal of developing ability to keep their clothing in repair. Clothing construction techniques are developed in the more intensified clothing course at the 8th grade level.

Another vital area of learning is that of child care and development. In the home living course an attempt is made first, to help the girls understand the basic needs of little children, how they learn, and how their behavior patterns are formed; and second, to enable the girls to understand the responsibilities involved and to develop some simple skills in caring for a young child. Because most of the girls have younger brothers and sis-

ters and engage in baby sitting as well, there is unlimited opportunity for putting theory into practice.

The laboratory in which the home living course is taught is the newest addition to the home economics department at Hess. It is the largest in actual floor space and is furnished with the greatest variety of equipment. Included are seven complete kitchens, modern laundry facilities, sewing machines and pressing areas, bedmaking equipment, and a living-dining corner. So complete a laboratory makes it possible to include also learning experiences in home care, simple home nursing and home safety, home furnishing, and wholesome leisure time activities.

In concluding this description of the home living course it should be pointed out that all of the aforementioned learning activities are carried out not as isolated units but as an integrated homemaking course.

With the background of a well-rounded homemaking course in the 7th grade, the 8th grade pupil now spends one semester in a more concentrated study of foods with its related areas, and one semester similarly in clothing and allied areas.

In the foods course, emphasis is placed on the planning and managerial aspects of meal preparation as well as on the importance of making mealtime an enjoyable family living experience. Further knowledge of nutrition and the close relationship of sanitation, clean food, adequate meals, and pleasant mealtime

atmosphere to good health is developed. It is here too that experience in money management and wise buying are included. While the experiences are related directly to the foods as purchased and used in class lessons, fundamental shopping techniques and money management principles are included.

The areas of home care and home safety, first encountered in the home living course, are now dealt with on a more advanced level and relate especially to the kitchen and serving areas. Similarly, the area of child development is again included with emphasis on preparing food suitable for the young child and on learning ways of teaching good eating habits.

Finally, and perhaps most enjoyable to the girls, are experiences to develop an awareness of the scope of leisure time activities and the possibilities for personal fulfillment in cooking for pleasure and for social purposes.

The clothing course emphasizes the development of both ability to sew and standards of selecting ready made clothing. Because a realistic point of view recognizes that only a limited few of these girls will construct their wearing apparel, the sewing techniques taught are those which will enable the girls to keep their clothing in a good state of care and repair, and to make simple alterations. A further goal is to develop and inject an awareness of factors involved in the becomingness and suitability of clothing and accessories, with the natural follow up of

the area of wise buying.

As in the foods course, there are also many opportunities for further experiences in the areas of child development, health and home safety, management, personal and family relationships, and leisure time--all as they relate to the subject of clothing. Again, these are taught as integrated, not separate units.

Within each homemaking class the girls are organized in family groups of four, five, or six members. All activities are therefore "family-centered," with duties and responsibilities shared. Thus, there is opportunity for learning experiences to function more realistically in the pupils' daily living. The home economics teachers are concerned that they provide the girls with laboratory experiences which will enable them to lead a happy and wholesome family life first in school, then in the home and the community.

5. Physical Education

The Hess Upper Grade Center is fortunate in many respects, one of these is the physical plant. The building was designed originally as a community center which stressed recreational and physical development. A large gymnasium and a beautiful swimming pool with ample locker and shower facilities were part of the original construction. These facilities have been in constant use during the last four years, and are programmed into

the curriculum every day in the week of the school year; the gymnasium is used after school hours, and both pool and gymnasium are in operation during the summer months as a part of the Hess Social Center Program.

This phase of the curriculum has developed into one of the most beneficial and popular, but in the beginning the pool created quite a problem. Resistance to swimming on the part of the boys stemmed mainly from two things, one was the "processed hair" which costs three or four dollars to have set and which was lost upon contact with the water. The second objection on the part of some was embarrassment because of physiognomy. The first objection has been overcome with the complete elimination of this type of hair-do from the school; the second has been minimized since the great majority of boys eagerly participate and social pressure was thus exerted. Pressure to conform was also brought to bear on the non-conformist by the teachers and the administration. This was felt necessary since one deviate influences another and this negative attitude could spread if left unchecked. It must be noted, however, that these non-participants are a small minority; for the most part the swimming class is looked forward to with great enthusiasm.

The girls, however, especially in the beginning, were slow to enter into the program. Fear of the water, elaborate hair settings, no money for swim suits, under clothing that was not

clean or not in good condition, periods of menstruation, parental objection, and the usual resistance to anything new or different, combined to create an atmosphere of negativism. Most of these objections have been eliminated through patience on the part of the physical education teacher and through guidance and counseling in social development. The girls, with few exceptions, now participate eagerly in this phase of their physical education program.

Perhaps the accounting of these problems in the area of physical education may seem minor, however, it is felt by the author that a fair evaluation of the curriculum demands viewpoints from the negative side as well as the positive. All in all, gym and swimming are the most popular phases of the program and have had an extremely beneficial effect on the students morale and their physical development.

The program is divided into two parts, one for the boys and one for the girls. The Hess Upper Grade Center Program for the boys is one that involves techniques of class management and a program more common to the high school situation rather than the elementary school. As is continually being evidenced, Hess' above average facilities create an intense interest in physical education and therefore, the program must meet, maintain, and stimulate these interests in line with the needs of the individual and the community. What was needed was a program possessing continuity

and offering continuing and progressively more difficult challenges on a par with age, maturity, ability, grade level, and predominant interests of the individual and community.

In the boys' classes at Hess are found varied ages (13-18 years) and heights (4'5"-6'-3"). The physical education program has been organized so as to permit a situation where all ages and heights can participate and even excel. For example, football, soccer, volleyball, and basketball lead-ups and modified games employ teams or groups according to height and ability. It is possible in the Hess gym to conduct two full-court basketball games at the same time. The four teams are selected according to height with the two "shorter" teams opposing each other. Such is the case with other team sports. Apparatus is employed considering height, age and ability, i.e., the rings are set at different positions for the shorter and taller boys, and stunts are selected on each piece of apparatus mindful of physical maturity.

The physical education program offers as much continuity as is possible. Providing progressively more difficult graded (7B-7A-8B-8A) activities becomes somewhat of a problem as gym and swimming are given on alternating semesters. Under the circumstances, creating a program that developed an awareness of the existence of a variety of physical activities was found to be most beneficial.

Much interest has been developed for activities that

involve apparatus and tumbling. As a result, this phase of the program has grown and it has become necessary to provide graded stunts. Some of the varied types of apparatus that are used at Hess with success include:

- Trapoletes
- Stall Bars and Benches
- Rings
- Ropes
- Balance Beams
- High Bar
- Weights (Wall Pulley)
- Low Parallel Bars

Characteristic of boys' interests in 7th and 8th grades are activities involving physical contact. This is especially evident at Hess. For this reason, another phase of the program has been devoted to combatives, group, and low organized games where extreme activity and physical contact can be experienced. An entire period is given to combatives and two periods to group and low organized games.

Much has been done at Hess to perpetuate and further develop an existing interest in basketball. Time and number of class periods do not permit advanced training in this sport but basic skills can be introduced and experience given in team and tournament situations. Increased interest can be fostered at a nearby park where can be found leagues and tournaments in which to participate.

Health and cleanliness are emphasized in the Hess physical education program. A strong attempt is made to create an

awareness of the need for cleanliness and to develop an interest in personal health. To this end, a regulation gym outfit is required and showers are insisted upon before swimming and suggested after gym.

A typical gym period lesson plan would include the following:

Week 6. Apparatus--trampoletes

- a. Line-up in alphabetical order, take attendance and check uniforms
- b. Incorporate attention, at-ease, dress right and facing in opening line-up
- c. Count-off by fours and open-order sideways after quarter-wheel
- d. Warm-ups for legs and trunk - Mimetics for trampolete approach landing
- e. Divide into two groups for two trampoletes
- f. Discuss techniques and safety rules - Develop rotation plan for spotting
- g. Demonstrate and perform the following stunts: (written on blackboard)
 1. Front jump
 2. Front jump with tuck
 3. Front jump with pike
 4. Front jump with one-half twist
 5. Front jump with full twist
 6. Front jump with clap under right leg
 7. Front jump with clap under left leg
 8. Front jump with two heel clicks
 9. Rear jump
 10. Repeat above steps with rear jumps (as time permits)
- h. Correct and assist as needed
- i. Line-up and dismiss

Swimming activities at Hess occupy fifty per cent of the overall program time. The major portion of these activities

are instructional classes. It is not expedient to organize the boys into classes according to ability and therefore the degree of swimming achievement varies with and within each classroom. It is felt that the major emphasis and endeavor should be directed toward the non-swimmers. One of the objectives of the swimming program is that all boys who participate in the swimming instructional classes will be able to swim in deep water by the time they graduate. This objective is close to being realized.

Within each class are four main ability groupings. They are: the non-swimmer, the poor swimmer, the intermediate swimmer, and the advanced swimmer. Within the four main ability groupings are various sub-groupings. For example, the non-swimmers and the poor swimmers practice at "stations." Each station has its own pre-designated skills to be achieved. Each station has its own leader or Red Cross "Water Safety Aide." As ability improves the boys move from one station to the next until eventually they are introduced to deep water. Occasionally, the physical education teacher will take over the entire beginning swimmer group to teach some necessary skill. Usually, he works with the non-swimmer groups.

As was mentioned previously, each instructional station has its own leader. These leaders have been selected from the advanced swimmers in the class or are volunteers from the Swim Club and in most cases have passed Red Cross "Junior Lifesaving"

and Red Cross "Water Safety Aide." They receive special training during a period devoted to the advanced swimmer. This training consists of, among other things, teaching techniques and life-saving training. Other activities include advanced water sports such as, water polo and competitive swimming and its techniques. Admittance into this group is based upon the results of a tryout which 150 to 200 boys attend. At the tryouts, each boy is graded on his ability to demonstrate a number of swimming skills. The boys with the highest grades become members of the group. Membership is limited to twenty-five to thirty boys.

Discipline was, at first, a problem in the Physical Education Department but as set regulations and procedures were put into practice, this became secondary to the primary objective --the establishment of a meaningful and most beneficial physical education program.

The girls' physical education program is planned for maximum pupil participation in view of available space, equipment and supplies. Therefore, the program is planned for seasonal activities, activities for the fall, winter and spring, for example:

Warm-up and conditioning exercises and marching tactics, fall, winter and spring

Low organized games, relays, group games, fall, winter and spring

Fall

Soccer skills
Modified soccer games
Tumbling
Fundamental rhythm steps
Lead-up games
Line soccer
Kick soccer
Pen soccer

Winter

Apparatus
Dancing--social and square
Stunts and Tumbling
Basketball skills
Lead-up games
Nine court basketball
Captain basketball
Volleyball skills
Lead-up games
Net ball
Volleyball

Spring

Rope jumping
Soft ball skills
Physical ability test
Lead-up games
Soft ball game

All of these activities are taught according to grade level and pupils are grouped according to their ability in any of these activities. The activities are so designated as to be an integral part of the pupils' participation in extra-curriculum activities, out of school as well as in school.

Objectives

1. To build a desire for group activity and incidental learnings

2. To teach skills and tactics of the different team sports
3. To teach stunts, tumbling and apparatus
4. To teach girls how to overcome fear of the water, how to relax and how to swim using progression
5. To develop an appreciation for rhythms
 - a. To teach fundamental steps of dancing
 - b. To teach some social and square dances
6. To acquaint every girl with showers and the importance of taking showers

Time Allotment for Each Class

1. Five minutes for dress before entering the gymnasium
2. Five minutes for attendance check, warm-up and conditioning exercises
3. Five minutes for practice of skills and tactics if necessary
4. Fifteen minutes for actual playing of games
5. Ten minutes for showers and class dismissal

Organization

All gym classes are organized into squads with an average of eight girls to a squad. Each squad has a leader who is chosen by the girls in their respective squads. This makes for closer relationship between pupil and teacher, it gives the girls a feeling of responsibility and leadership. Squads compete against each other for perfect attendance, dress, cleanliness and good sportsmanship and fair play.

Swimming classes are organized into ability groups using the buddy system and leaders are chosen according to their swimming ability.

A grade is issued every five weeks to show the progress

being made by each girl. Every girl knows what to expect as a grade according to what she has offered to the class. She is graded on her dress, attitude, showers and class participation.

Extra-Curriculum Activities Offered

Leaders Club. One period a week gym and swim leaders meet. The purpose is to enlighten them on the various activities in the gymnasium and swimming pool and to teach them the skills and tactics to be used in class so that they can assist girls in their squads. Days on which skills are not taught they play games and enjoy free swims.

Mermaids. This group consists of girls who have passed the American Red Cross beginner and intermediate skills test in swimming. They are given advanced instructions in swimming and are taught to dive and perform different water stunts.

First Aid. Girls who are interested in learning to administer first aid and girls who are not physically able to participate in gym or swimming activities are enrolled in the class. Upon completion of the course, if the girl is qualified, she is given a card indicating that she is capable of administering first aid.

Physical education, like any other phase of education, is concerned with the whole child, socially, emotionally, mentally as well as physically. Therefore, at Hess, attention is given to the basic needs of the pupils according to their levels of mental

and physical maturity. Particular interest is focused on their environment. This program is aimed to increase the ability of the children to play and manage their own activities. There is a chance for creative expression due to the flexibility of this program. Since the demand for recreation in this area is so great, the program is planned for carry-over into leisure time activities.

Clark W. Hetherington's definition of physical education was taken into consideration in planning this program. Hetherington defines physical education as that phase of education which is concerned first, with the organization and the leadership of children in big-muscle activities to gain the development and the adjustment inherent in the activities in social standards; and, second, with the control of health or growth conditions naturally associated with the leadership of the activities, so that the educational process may go on without growth handicaps.⁵⁸

6. Art

The main objective of the Hess Art program is to relate instruction in art to the total school program. This means taking into consideration the broad social objectives or the major functions of living. Most closely related functions are: satisfying spiritual and aesthetic needs; enjoying wholesome leisure; and

⁵⁸ Clark W. Hetherington, School Program in Physical Education, World Book Company, New York, 1926, 45.

using the tools of communication effectively. Using these functions as a foundation for the art program the children and the teacher set up certain achievement objectives. These objectives include the following:

To express visually individual thoughts, feelings and ideas

To develop confidence in one's ability to create through the use of various art media

To use art elements and principles in composing with various materials

To understand, learn, and use art terms effectively

To understand characteristics and potentialities of many art materials

It is also very important to consider the pupils' interests and abilities; therefore, it is necessary that every art program should include specific pupil personality objectives developed through art. The goals are as follows:

To develop creative power

To develop self-direction and the ability to listen to and follow given directions

To develop critical thinking at the child's developmental level

To develop a sense of responsibility and security

To develop cooperative attitudes when working with others

In the school program one will find that art can be correlated with any school subject. The courses such as wood and

metal shop, home living, home economics, social studies, and science readily lend themselves to correlation with art activities.

Keeping the entire curriculum in mind, one can then begin to set up an art program. Since this is an upper grade center art program, a wide and varied program can be used. Here is an example of the programs in use at the Hess school:

- I. Two Dimensional Work
 - A. Painting
 - 1. Tempera
 - 2. Water Color
 - 3. Dry Brush
 - 4. No Brush
 - B. Drawing
 - 1. Scribble Drawing
 - 2. Blind Drawing
 - 3. Crayon Drawing
 - C. Stenciling
 - D. Weaving and Stitching
 - 1. Gift items (gloves, collars, purses)
 - 2. Burlap place mats
- II. Three Dimensional Work
 - A. Modeling
 - 1. Paper Mache
 - 2. Clay
 - B. Construction
 - 1. Tree Decorations
 - 2. Wax Carvings

When there is in progress an art program that is suitable in meeting the needs and interests of the pupils, that program is successful. The art program at Hess has contributed significantly to one of the major objectives of the school curriculum, improvement in attitude and outlook. The expression of individual thoughts, feelings and ideas through the media of art

has been found to be an excellent means toward growth in social development.

7. Music

Music plays a very important part in the lives of all people. It is cultural in that it, through the medium of tone, can express some of the noblest, most compelling thoughts of the ages. Music can be one of the most cherished personal possessions, a medium through which ideas and emotions may be expressed. Because of the importance of music to all and especially because of the social characteristics that plague a depressed urban area such as Lawndale, music has been given a prominent place in the curriculum of the Hess Upper Grade Center.

The musical program at Hess has been arranged so that every student is provided with the opportunity to express himself musically in some way or another. The general vocal music program in which all students at Hess participate is as follows:

General Vocal Music Program

1. Singing
Unison songs
Folk songs
Art and Seasonal and
Holiday songs

Voice placement examinations are given each student at the beginning and middle of the semester.

2. Listening

To records, songs, symphonies, instrumental compositions and recorded music of the various periods.

3. Rhythm

The basic rhythms of the waltz, march, etc., are taught through clapping, tapping, chanting, etc. The various rhythmic meters used in musical composition are explained.

4. Reading

Notations, key signatures, and musical symbols, etc., are taught so that the student can read and understand them at sight.

A broad outline of music history and appreciation is given along with the above musical experiences.

1. The Baroque Period (1600-1750)
2. The Classical Period (1750-1820)
3. The Romantic Period (1820-1900)
4. The Early 20th Century (1900-1914)
5. The Neo-Classical Period (Present)

The major composers of these periods and representative selections of musical compositions by these composers are played and discussed for the students.

Culminating Activity

The students attend a concert or a recital given by a selected artist or group in the auditorium. The advanced classes participate in operettas, cantatas, work units, etc., which are presented in the music room.

This program gives the students understanding and appreciation of better music and develops standards which allow discrimination in musical taste. It gives the student a background for future musical experiences and develops a few vocal skills

which are necessary for correct voice production.

For the musically gifted there are several elective courses open to qualified students. There is at Hess a girl chorus of sixty voices. These girls, under excellent direction, produce music of joy, of sorrow, of story and of hope; this is a phase of the curriculum that cannot be expressed on paper. The chorus must be heard.

A third phase of the music program is the school band; it is divided into three groups of from ten to twenty each. There is the primary, intermediate and advanced group. Each group is scheduled to meet three times per week, before school begins in the morning and one afternoon per week at the Hess Social Center. The band plays at all assemblies and graduation exercises and it provides an excellent means of training youngsters at this level for a musical future. It is a source of pride to and a good morale builder for the school.

CHAPTER V

EVALUATION

The most important phase of this problem, from a procedural point of view, is the evaluation of its curricular attack and for an area such as Lawndale or any community characterized by high transiency, overcrowded dwelling units, low income, broken homes, high rate of juvenile delinquency, and residents who are recent migrants from the South.

In evaluating the effect of this curricular attack on the existing deficiencies, both academic and social, in a depressed urban area such as Lawndale, it must be kept in mind that, though the academic phase of the program has been evaluated by standardized tests which produce objective results, the second area of major concern, that of social development, is by its nature, a complex multiphasic whole, the evaluation of which is open to some subjectivity of judgment; nevertheless, this is such an important aspect of the program that it demands weight equal to that of the academic.

(a) Academic.

In an interview on August 3, 1959, Dr. Richard C. McVey, Assistant Superintendent in Charge of Personnel of the Chicago

Board of Education, stated that while he was Principal of one of the large general high schools receiving Hess graduates, he never received, with the exception of those individuals sixteen years or older, any pupil with less than a 5.5 reading score, whereas, before the Hess began operation, he received elementary school graduates not over-age in grade, with third and fourth grade level achievement scores.⁵⁹

Dr. McVey was more positive in his assessment of the Hess graduates than the four high school administrators who returned the questionnaires sent to them by the author. These principals were asked to evaluate the academic performance of the Hess students as compared with their peers. All the forms were returned with academic performance marked "Average." In two cases this may be considered good performance in light of the fact that in these schools, the Hess students were in competition with children from middle class white communities. In the other two schools, the "Average" could only be considered average, since the complement of these schools is similar to that of the Lawndale community. Since graduation standards have been in effect at Hess for three years, prior to this time no lower limit on achievement necessary for graduation had been established by the K-8 units then contributing to the high schools--it is inevitable that some

⁵⁹ Statement of Richard C. McVey, Personal Interview.

raising of standards has been accomplished.

In the competitive science examinations conducted at the John Marshall High School in 1958, the best of 8A pupils from a dozen contributing elementary schools participated. It was a Hess pupil who ranked number one, far ahead of the second place competitor, who was also a student from the Hess Upper Grade Center. In June of 1959, the examinations were again held and again the first and second place winners were 8th grade students from Hess. Perhaps, it is not justifiable to deduce from this that these accomplishments are the results of a particular school organization which has for several years been based on a policy segregating those with the maximum potential and in providing special training for them in a competitive, stimulating environment. However, it is obvious that stress and competition are two of the notable deficiencies of the Lawndale community, and a low level of aspiration is one of the outstanding characteristics of the area; consequently, ability grouping instead of heterogeneous classroom organization, and promotion on achievements rather than automatic social promotion, has helped to inculcate some sense of the urgency of time and the necessity to expend effort to gain the achievement so essential to urban life.

In October of 1958, a questionnaire⁶⁰ accompanied by a letter was sent to the four K-6 units then contributing to the

60 See Appendix X.

Hess Upper Grade Center. All four schools, Lawson, Howland, Pope and Herzl, responded. This unanimous response was probably due to the fact that so few units were involved and because the working relationship with these schools made it almost a demand reply. The first question: "How has the Hess Upper Grade Center benefited your school?" This question called for two replies, an academic and a social reply. The academic comments will be reviewed now and the social in the second part of this chapter. The second question was, "What disadvantages have you experienced as a result of losing your upper grade children?" The second question was probably a miscalculation on the part of the author, since it followed an edict of the previous year that established minimum achievement levels for entering the Upper Grade Center. Prior to the establishment of this promotion policy, there were no standards established and a low retention rate existed within the contributing schools. Following the new policy, the kindergarten through sixth units were forced to meet certain requirements before sending their children to Hess. Consequently, their retention rate jumped tremendously and there was considerable unrest among children, parents and administrators. These requirements were as follows:

<u>CHRONOLOGICAL AGE</u>	<u>6A TO 7B</u>	<u>READING & ARITHMETIC LEVELS</u>
11-6		7.5
12-0		6.5
12-6		5.8
13-0		5.0
13-6		3.5

Thus the burden of heavy retention was more equitably distributed through the grades, but this policy was not received with universal enthusiasm by all concerned.

In reply to the question "How has the Hess Upper Grade Center benefited your school, academically?"

School A - "No benefit."

School B - Did not answer this question.

School C - "It has established a standard of 6th grade, thus making children learn to adjust and realize 8-A is not final."

School D - "By establishing entrance standards, greater concentration developed for achieving grade-level standards in the intermediate grades. Elimination of the 7th and 8th grades at school "D" allowed us to provide more aptly for the primary and intermediate grades."

School "A" returned their reply in a plain white envelope. It was unsigned. Identification of the school was made by the simple process of elimination, since the other three were identified.

As was stated earlier, the replies to the question on social improvement as a result of the establishment of Hess will be taken up later in this chapter. It might be noted, however, that School "B" again does not comment; school "A" admits the problem cases and discipline cases have been reduced, and school "C" and "D" state categorically that their customary discipline

problems have been reduced to a minimum.

Under the question, "What disadvantages have you experienced as a result of losing your upper grade children?" School "A" replied, "The loss of a mature, stabilizing group which contributed to various activities and responsibilities of benefit to the younger children." School "B" replied, "Competent and responsible services of the upper grade children are missed such as:

1. Marshalls
2. Patrols
3. Inside and outside messengers
4. Office helpers
5. Teachers' helpers
6. Leaders in student council and other school organizations and programs
7. The loss of upper grade children tends to create a negative school environment for the over-age children who remain. This is basically a social problem, one of assimilation, which is no longer possible with the older children.

Schools "C" and "D" replied, "none" to the question on disadvantages experienced as a result of losing their upper grade children.

All quotes from questionnaires are exact quotes. It should be noted that in answer to both questions, schools "A" and "B" are negative, while schools "C" and "D" are positive. Throughout this evaluation, disadvantages as well as advantages of the Upper Grade Center program will be pointed out. In this case, the disadvantages listed by contributing schools "A" and "B" are mostly loss of services. In neither case is complaint

registered against academic loss. Point seven on School "B" list of disadvantages, if it could be interpreted correctly, probably would indicate that there is some social loss or difficulty in adjusting over-age children in the intermediate grades now that the upper grade children are in another school.

From the standpoint of academic improvement, two schools make this clear, that the establishing of standards has benefited them by creating a goal at the 6A level. One school does not comment, and one replied, "no benefit;" thus the positive evaluation outweighs the negative. Two sections of evaluation have been weighed, the receiving and the contributing schools. Both questionnaires were extremely simple and easy to answer. The reason for this simplicity is that, in a large school system, studies, forms, questionnaires, and a multitude of miscellaneous requests for information, deluge administrators week in and week out; therefore, this one was kept to a minimum in order to insure maximum return.

The third area of general evaluation is that of the home and parent. A questionnaire was prepared wherein the parent was asked to answer three questions: one on home behavior and social outlook, one on his or her child's academic improvement since attending Hess, and the third, the effect Hess had on the community. At the bottom of the form, there was a request for additional comments.

The questionnaires were given to the six teachers of

social development, since at some time or other during the week, all children are programmed into this subject area. It was also felt that the best possible results would be obtained by working through these teachers who, probably due to the nature of their subject, knew the children better than those in the straight academic areas. The questionnaires were prepared and distributed during the last two weeks in June of 1958. This timing was not of the best, since the last days of any semester are rather hectic; but the Hess program had been in operation three years and a community evaluation was due. The use of a printed questionnaire in this community might to some seem to be a doubtful procedure, but from personal observation and contact with thousands of parents, the author, with this study in mind, felt the results of the instrument would be valid. The returns proved this assumption to be correct.

Nine hundred forms were prepared and distributed. The teachers gave the questionnaires to the children who were instructed to take them to their parents. They were assured there was no way to check on any individual and no signatures were required.

Of the nine hundred forms distributed, 400 useable replies were returned. A 44.4 per cent return, considering that no pressure exerted on the children or parents, is considered a respectable percentage. The only request made of the children was

that they indicate on the form whether it belonged to a boy or a girl. Eighteen forms came back with additional comments. Two hundred and twenty-eight were returned by girls, ninety-six were returned by boys, and fifty-seven forms came back without designating boy or girl. The preponderance of returns by girls is a usual pattern of response in school-home communication.

The first item on this instrument was concerned with social outlook, the third item, with the community. These results will be discussed later in this chapter. The second item, and that of pertinence here, was, "I feel my child has improved academically since attending the Hess school."

1. Greatly
2. Considerably
3. Some
4. Little
5. None

The parents were asked to circle one of the five answers. The results of the answers to this question are indicated on the graph "Academic Improvement" on page 197. The parents clearly indicate their overwhelming confidence in the Hess Upper Grade Center and its curriculum. To this question there were 396 answers; of these, 173 or 43.7 per cent felt that their child had greatly improved since attending the Hess; 161 or 40.6 per cent, felt there had been considerable academic improvement; fifty-one or 12.9 per cent indicated some academic improvement; eight or 2.0 per cent saw little improvement and three or .8 per cent felt

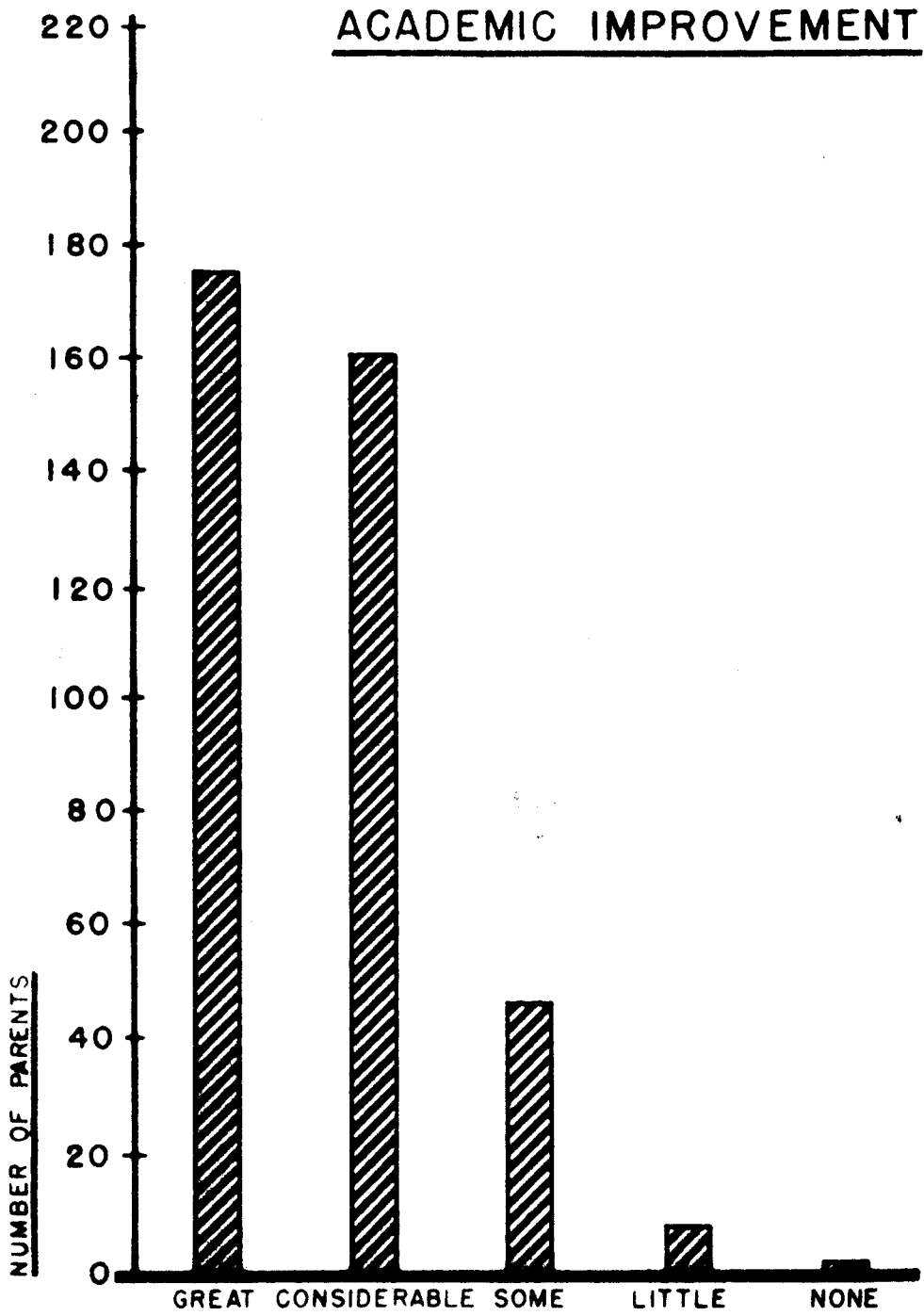


Fig. 16

there had been no academic improvement in their child. If evaluation on the part of the parent is valid, the results of this survey should be satisfactory evidence that the home has confidence in the school and its program. It is no accident that a community that is one of the most vocal in the city, when it comes to complaining of school facilities or lack of facilities, should affirm its faith in a particular educational unit.

Table VII,⁶¹ Parental Response to Child Improvement Interview in per cent, clearly indicates the overwhelming enthusiasm of the parents for the academic program at Hess. Row II, Academic Improvement, shows that 42.1 per cent of the boys' parents and 46.0 per cent of the girls' parents felt that academically their child had improved greatly since attending Hess; 44.2 per cent of the boys' and 37.7 per cent of the girls' parents felt there had been considerable academic improvement in their child as a result of the educational program at Hess; 11.6 per cent of the boys' and 13.2 per cent of the girls' parents felt there had been some academic improvement, while 2.1 per cent of the boys' and 2.2 per cent of the girls' parents indicated little improvement. The lowest category, that of "None" in reference to academic betterment was 0.0 per cent for boys' parents and .9 per cent for the parents of the girls. The questionnaires where sex of pupil was not indicated followed the same pattern as those with a designa-

tion of sex. Row I, on Table VII, indicates response to social improvement and Row III, community improvement. These evaluations will be discussed later in the chapter.

TABLE VII

PARENTS RESPONSE TO CHILD IMPROVEMENT QUESTIONNAIRE

	<u>Row I</u> Social	<u>Row II</u> Academic	<u>Row III</u> Community
<u>GREATLY</u>			
Boys	33.3%	42.1%	42.1%
Girls	35.5%	46.0%	43.4%
X	28.6%	32.7%	40.7%
<u>CONSIDERABLY</u>			
Boys	56.3%	44.2%	43.2%
Girls	53.9%	37.7%	36.0%
X	55.4%	47.3%	46.3%
<u>SOME</u>			
Boys	8.4%	11.6%	14.7%
Girls	9.3%	13.2%	19.3%
X	8.9%	16.4%	13.0%
<u>LITTLE</u>			
Boys	1.0%	2.1%	0.0%
Girls	3.9%	2.2%	.4%
X	5.3%	1.8%	0.0%
<u>NONE</u>			
Boys	1.0%	0.0%	0.0%
Girls	.4%	.9%	.9%
X	1.8%	1.8%	0.0%

(X) Sex Undetermined

Perhaps the most concrete form of evaluation is that which is based on a good standardized test, since objectivity, reliability, and validity are basic to their construction. The

following table illustrates the academic program from 1955 through 1959.

TABLE VIII
COMPARISON OF ACHIEVEMENT SCORES
ARRIVING GRADUATING

Grade	Median Reading Level	Date	Grade	Median Reading Level	Date
7 B	4.7	Nov., 1955			Jan., 1956
7 B	4.2	Jan., 1956			June, 1956
7 B	4.2	Sept., 1956			Jan., 1957
7 B	4.2	Jan., 1957	8 A	7.2	June, 1957
7 B	5.2*	Sept., 1957	8 A	7.2	Jan., 1958
7 B	5.2	Jan., 1958	8 A	7.2	June, 1958
			8 A	6.7**	Jan., 1959
			8 A	6.7***	June, 1959

*6A to 7B promotion policy put into effect.

**First class tested with Stanford Achievement Battery, all prior classes were tested with the Chicago Reading Test.

***Advanced Battery of the Stanford Achievement Test.

This comparison table clearly indicates consistent gain of three full years in two years time with the graduating classes of June, 1957, January, 1958, and June, 1958. The drop in the median reading score for the class of January, 1959, is accounted

for by the shift from the Chicago Reading Test to the Stanford Achievement Battery Test, which consistently produces scores approximately one year lower than the Chicago Reading Test, but on which the Hess and contributing schools are now standardized. These achievement gains weighed against the background of previous academic performance and sociological conditions are significant.

It must be remembered that this is a high transiency school and that any academic or social evaluation must be considered with this movement in mind. The following will illustrate the problem of this mobility factor:

Mobility of Pupil Population
January, 1958 to January, 1959

Semester of January, 1958

Transfers In:

Contributing schools	280
Other schools.	112

Transfers Out:

Other schools.	145
Graduation:	
June, 1958 -	262
Aug., 1959 - <u>21</u>	283

Semester of September, 1958

Transfers In:

Contributing schools	371
Other schools.	229

Transfers Out:

Other schools.	217
Graduation	<u>199</u>

Total transfers in and out1836

Thus, with an enrollment of 1260 pupils there were, with-

in a years time, 1836 pupil transfers in and out. At first glance, it would seem impossible in the face of this mobility to chart pupil progress; however, there is more stability than these statistics indicate, because flowing through the grade levels is a group of approximately 50 per cent of the student body who are in attendance at Hess four or more semesters. Of the 8A class in the first semester 1959-60, 142 or 62.2 per cent of the 228 pupils were in attendance four or more semesters, forty-nine three semesters, fourteen two semesters, and twenty-three one semester or less.

TABLE IX

8A CLASS 1ST SEMESTER 1959-1960
SEMESTERS OF ATTENDANCE AT HESS

No. in Class	Reading Level	4 or More Sem.	3 Sem.	2 Sem.	1 Sem.
32 Boys	8.0-10.0	30*			2
32 Girls	7.5-9.9	27	3		2
35 Boys	6.0-7.9	26	6	1	2
33 Girls	5.5-6.9	25	4	1	3
30 Girls	4.0-6.0	13	12	3	2
32 Boys	3.4-5.9	11	8	7	6
17 Girls	3.7-6.0	0	12		5
(Girls 3)					
17 (Boys 14)-EMH		10	4	2	1
<u>228</u>		<u>142</u>	<u>49</u>	<u>14</u>	<u>23</u>

*The higher the achievement level of the class the greater the number of semesters in attendance at Hess.

As indicated on Table X, the Record of Graduating Students, the average stay of these children has increased from 2.97 semesters in 1957 to 3.62 semesters in 1959. It is impossible to freeze this population movement, but an analysis of academic progress, with this pupil mobility in mind, would seem to be valid.

A study of Table IV, Record of Arriving Students, shows that in November, 1955 the median reading level of the new 7B's was 4.7 with a range of 1.7 to 8.7.⁶² Four semesters later, the June, 1957 class graduated with a median reading score of 7.2 and a range of 2.2-11.7,⁶³ a gain of 2.5 years in two years. The final testing in the 8A semester is done before the tenth week of that semester, since high school parent-interview day is during or prior to this tenth week. This means that the final test scores actually reflect only three and one-half semesters time range.

(b) Social.

The initial chapters of this paper introduced the problem, first, in the generality of its broad and diverse background, and second, in the specificity of this particular community. That this community is a depressed urban area, with all the accompanying woes, there can be no doubt. It is an area of high transiency, overcrowded dwelling units, low income, broken homes, high rate of

62 Table IV, 54.

63 Table X, 204.

TABLE X
RECORD OF GRADUATING STUDENTS

Date	No. in Class	Average Stay	Median	At or Above Grade	Range
6-56*	141		7.2	30	3.0-12.2
1-57	88	2.17	7.2	22	4.2-12.2
6-57*	153	2.97	7.2	29	2.2-11.7
1-58	195	2.37	7.2	47	1.7-13.0
6-58	251	2.98	7.2	85	2.2-13.0
1-59	194	3.40	6.7**	25	2.7-11.2
6-59*	203	3.62	6.7	58	1.9-12.4***

*June classes do not include Summer School Graduates.

**First Graduation class tested with Advanced Stanford Achievement Battery.

***Lower level of the range is the result of graduating 16 year old Educable Mentally Handicapped students to special placement in the high schools.

juvenile delinquency, and recent migrants from the South, fraught with social problems. The evaluation of the social effect of the Hess curriculum and its rationale upon the Lawndale community and the pupils of the school, will be as objective as possible. However, in the measurement of citizenship, behavior, and personality, some subjectivity will undoubtedly permeate the evaluation. This should not, if properly interpreted, reduce the validity of the evaluation.

"I can pick out Hess graduates from any group of students at Farragut High School; they seem more sedate and more secure; I think it is the more adult atmosphere they have experienced."⁶⁴ Mr. McBride's comment is in response to the questionnaire sent to Farragut High School in October of 1958.⁶⁵ The second and third items on this instrument were:

Question 2. Citizenship and participation in school activities. Please circle one.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Much Better	Above	Average	Below	Far Below
Than Average	Average		Average	Average

Question 3. Attitude toward authority and respect for property.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Much Better	Above	Average	Below	Far Below
Than Average	Average		Average	Average

64 Statement of Wm. E. McBride, Principal of Farragut High school, August 14, 1959.

65 See page 196 for other discussion of this questionnaire.

The Farragut reply indicated the Hess students to be above average in citizenship and participation in school activities, and in respect for authority and respect for property.

The response from the Marshall High school was less enthusiastic. In all categories, the Hess students were rated as average, and, further, the Marshall adjustment teacher wrote, "I questioned teachers who have Hess youngsters in divisions. They are no worse or better - as many one way as another. I'm certain you understand."

The Harrison High school appraisal was more optimistic. Citizenship and participation in school activities were marked average, but in attitude toward authority and respect for property, the Hess children were marked above average. An additional comment from the principal was, "No Montefiore⁶⁶ referrals from Hess for some time!"

The principal of Cregier Vocational High school stated in an interview that Hess students always stood up straighter than others when being questioned. This school received the lowest achievers of the boys division from the Hess since it was felt that Cregier was better equipped for training them than the general academic high school. In reply to the questionnaire sent to Cregier, the Hess graduates were marked average in both citizen-

⁶⁶ Montefiore is a school for socially maladjusted children.

ship and attitude toward authority. In comments from Cregler, one teacher reports that Hess students, in the four years the Hess has been in operation, have shown a great improvement in work habits and manners. Two other teachers report that Hess students are good citizens; however, one of these qualifies this by stating, "Worst complaint of all about most of these boys is their tremendous habits of telling lies. They will hedge out of anything, even so far as to pretend they move. In short, reliable but only so far."

The questionnaire to the kindergarten through sixth grade contributing schools asked the question, "How has the Hess Upper Grade Center benefited your school, and what disadvantages have you experienced as a result of losing your upper grade children?" It was divided into two parts, first, academic benefit, and the second, social benefit. The first part of the question, academic evaluation has been covered in the first section of this chapter. This portion will be devoted to the social evaluation.

Contributing school "A" replied, "Has reduced problem cases and reports. The removal of the over-age 7th and 8th grade children has helped by reducing the number of discipline problems." To the question on the disadvantages experienced as a result of losing upper grade children, school "A" replied, "The loss of a mature, stabilizing group which contributes to various activities and responsibilities of benefit to the younger children; and loss

of children who are mature enough to shoulder various responsibilities." Since this school reported no benefit on the academic part of this instrument, the admission that discipline problems have been reduced is a concession. The loss of older children who "shouldered various responsibilities" is repeated by school "B".

School "B" made no reply on academic or social benefits, but under disadvantages experienced as a result of losing upper grade children, a rather lengthy list was compiled. Competent and responsible services of the upper grade children are missed as:

1. Marshalls
2. Patrols
3. Inside and outside messengers
4. Office helpers
5. Teacher's helpers
6. Leaders in student council and other school organizations and programs.
7. The loss of upper grade children tends to create a negative school environment for the average children who remain. This is basically a social problem, one of assimilation, which is no longer possible with the older children.

In both of these schools no benefit was acknowledged on the academic side of the ledger, but both miss services usually performed by upper grade children. Item seven by school "B" seems to indicate some type of social loss.

School "C" replied, "Older children in this area (16-18

years) removed from association with younger ones. Many serious problems have been eliminated, since the older children have been removed." This school replied, "None" to disadvantages experienced as a result of losing upper grade children.

School "D" replied to social advantages, "The over-age achiever was removed from the scene, therefore, elimination of the customary discipline problem arising from presence of older children in regular type classrooms." Disadvantages were listed as "None". The principal of this school stated it more clearly in a telephone conversation, "You have the problems now."⁶⁷

Table XI indicates the pattern of responses from the contributing schools.⁶⁸

The questionnaire⁶⁹ to parents referred to earlier in the chapter, asked for their evaluation of academic social improvement on the part of the children and the effect Hess Upper Grade Center has had upon the community. Question two on this instrument refers to academic progress. It was evaluated in the first section of the chapter. Question one was, "I feel that Hess school has had the following effect on the home behavior and social outlook of my child."

1. Excellent

⁶⁷ Statement of John Finlayson, Principal Herzl school, October 27, 1959.

⁶⁸ Table XI, 210.

⁶⁹ See Appendix XI.

TABLE XI
HOW HAS THE HESS UPPER GRADE CENTER
BENEFITED YOUR SCHOOL

	Academic	Social	What Disadvantages Have You Experienced As a Result of Losing Your Upper Grade Children
<u>Schools</u> ¹			
A	No Benefit	Favorably	Competent Services Missed
B	No Response	Unfavorably	Competent Services Missed
C	Favorably	Favorably	None
D	Favorably	Favorably	None

1 All schools involved have enrollments of between two thousand and thirty-five hundred.

2. Very good
3. Some
4. Little
5. Poor

Question three was, "I feel that Hess Upper Grade Center has had the following effect on the community since its opening in 1955."

1. Extremely good
2. Good
3. Some benefit
4. Little benefit
5. No benefit

These two questions will be considered here, since both are directed toward the social rather than the academic phase of the program. Of the nine hundred questionnaires sent out, three hundred and ninety-nine were returned. As can be clearly seen on Figure No. 17,⁷⁰ and Figure No. 18,⁷¹ the parents expressed enthusiasm for the improvement evidenced in the behavior of the children and the positive effect the school has had on the community itself.

In the evaluation of improvement in behavior and social outlook, of those returned, 135 or 33.85 per cent replied "Excel-

70 Figure No. 17, 212.

71 Figure No. 18, 213.

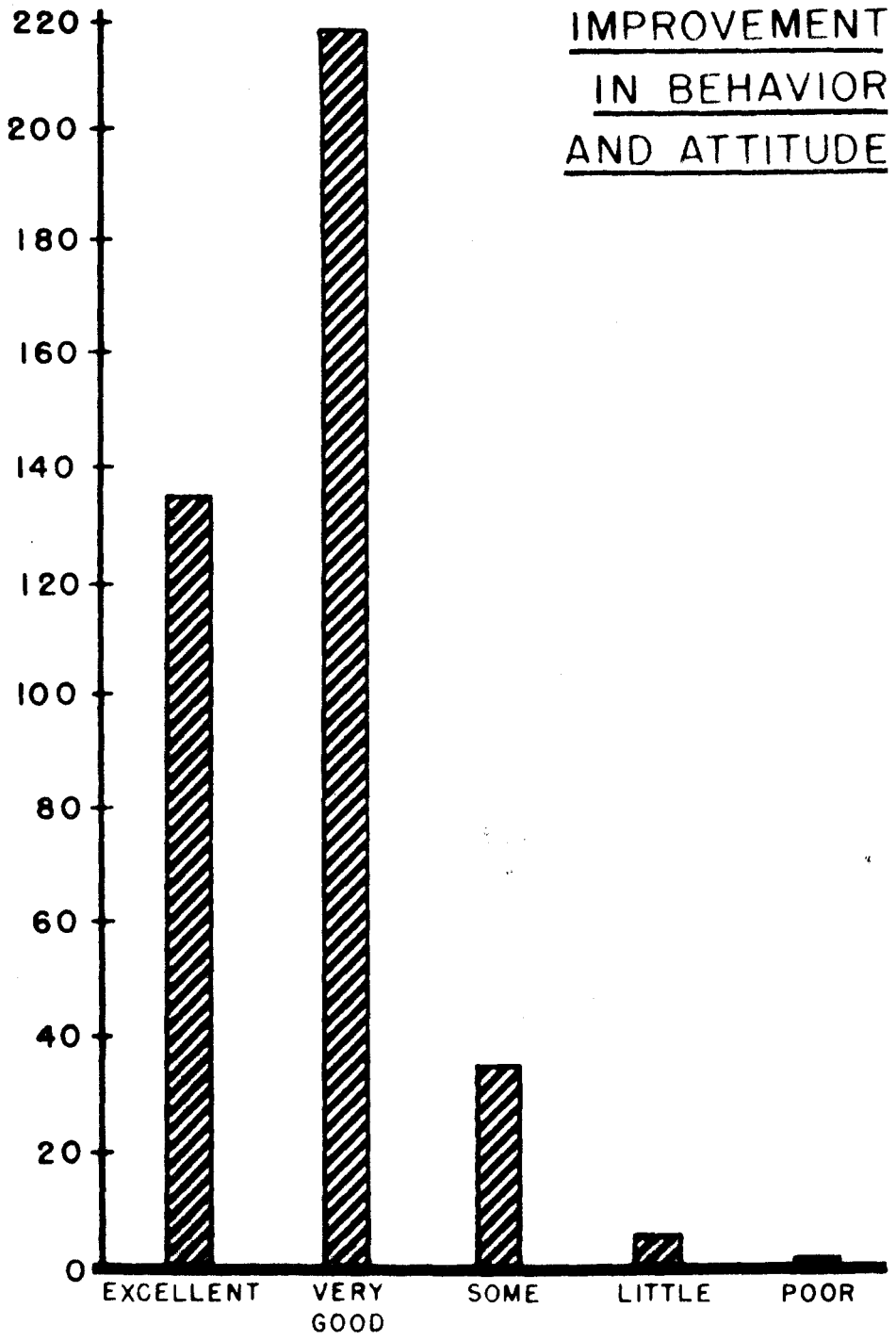


Fig. 17



Fig. 18

lent," 218 or 54.63 per cent circled "Very Good," thirty-five or 8.77 per cent felt there had been some improvement and six or 1.53 per cent indicated little improvement and three or .75 per cent said, "Poor."

The evaluation of the effect of the Hess upon the community was even more positive. When asked to answer this question, of those who replied, 173 or 43.35 per cent felt the Hess had "Extremely Good" effect on the community; 153 or 38.09 per cent said, "Good," sixty-six or 16.54 per cent saw "Some Benefit," one person or .25 per cent felt there had been "Little Benefit." In all phases of the evaluation the parents manifested a more positive and enthusiastic feeling for the school and its curriculum than either the contributing or receiving schools. The writer feels that the parents are more closely related to the school and more prone to express appreciation for what has been done than is the case with fellow educational institutions.

Perhaps one of the soundest pieces of evaluation came about accidentally. A Chicago Tribune reporter spent two weeks in the Lawndale community gathering material for a story on teen-age gangs.⁷² This reporter interviewed gang leaders, detached workers, police and juvenile officers. The juvenile officers told him, "if you want to see some good work being done in the neighborhood, visit the Hess school." Reporter Weidrich visited the school and

72 Chicago Tribune article, Appendix XII.

and left saying that he was amazed that in the heart of this area of juvenile gangs, here was a school where he saw no girls in slacks or blue jeans, and boys with shirts and ties; where the children stood up when an adult entered the room and where good manners and good grooming were in evidence everywhere.⁷³ This had been the reaction of hundreds of visitors from all over the city, the nation, Europe and Middle East.

"I have been visiting schools in the United States for three months but I have never seen such happy faces on Negro children in your schools as I have seen here today, nor have I seen better behaved children in any school."⁷⁴

Dr. Matthew P. Gaffney, of the Conant Staff stated while visiting the Hess, that both boys and girls were clean, neat and properly dressed. He further observed that not one boy had what is called "processed hair" which is quite an achievement in an area where the process gives hoodlum status to the boys. This may not seem to be of great importance, but the reaching of this point required four years of intensive effort on the part of interested teachers. Dr. Gaffney, who had just returned from a survey of the New York schools, noted that at Hess there was no feeling of tension and nervousness among faculty and administrators such as he

⁷³ Statement of Robert Weidrich, Reporter, Chicago Tribune, September 1959, personal interview.

⁷⁴ Statement of Mario Caricchio, Supervisor of Education in Italy, January 8, 1959, personal interview.

observed in the New York schools.

It is only fair to admit that there have been pupils who could not make the adjustment required of them at the Hess. Many of them came to Hess with undesirable traits so ingrained, that at the upper grade level, readjustment to the demands of the school were not made. The graph, number 19, Hess School Problem Reports,⁷⁵ January 1956 to January 1959, indicates sex, grades, home situation, cause for report, size of family, number of rooms in the home, source of income, and whether or not the pupil has a police record. According to this graph, more girls than boys reached the stage where a report was necessary, more came from broken homes than intact homes, more came from small families than large families, more came from large dwelling units than small ones, and more came from homes of independent income than from families supported by relief. Approximately one-third of the group had acquired a police record prior to the problem report and thirty-five of the girls were pregnant cases.

There are schools who claim to adjust to all children. The Hess is not one of these. It was part of the plan for the general upgrading of the school socially and academically that there would be some loss, but it must be remembered that many of these children have been subject to probation from the courts, leniency in the community, excessive counseling by social workers,

⁷⁵ Figure No. 19, 217.

HESS SCHOOL PROBLEM REPORTS

JANUARY 1956 - JANUARY 1959

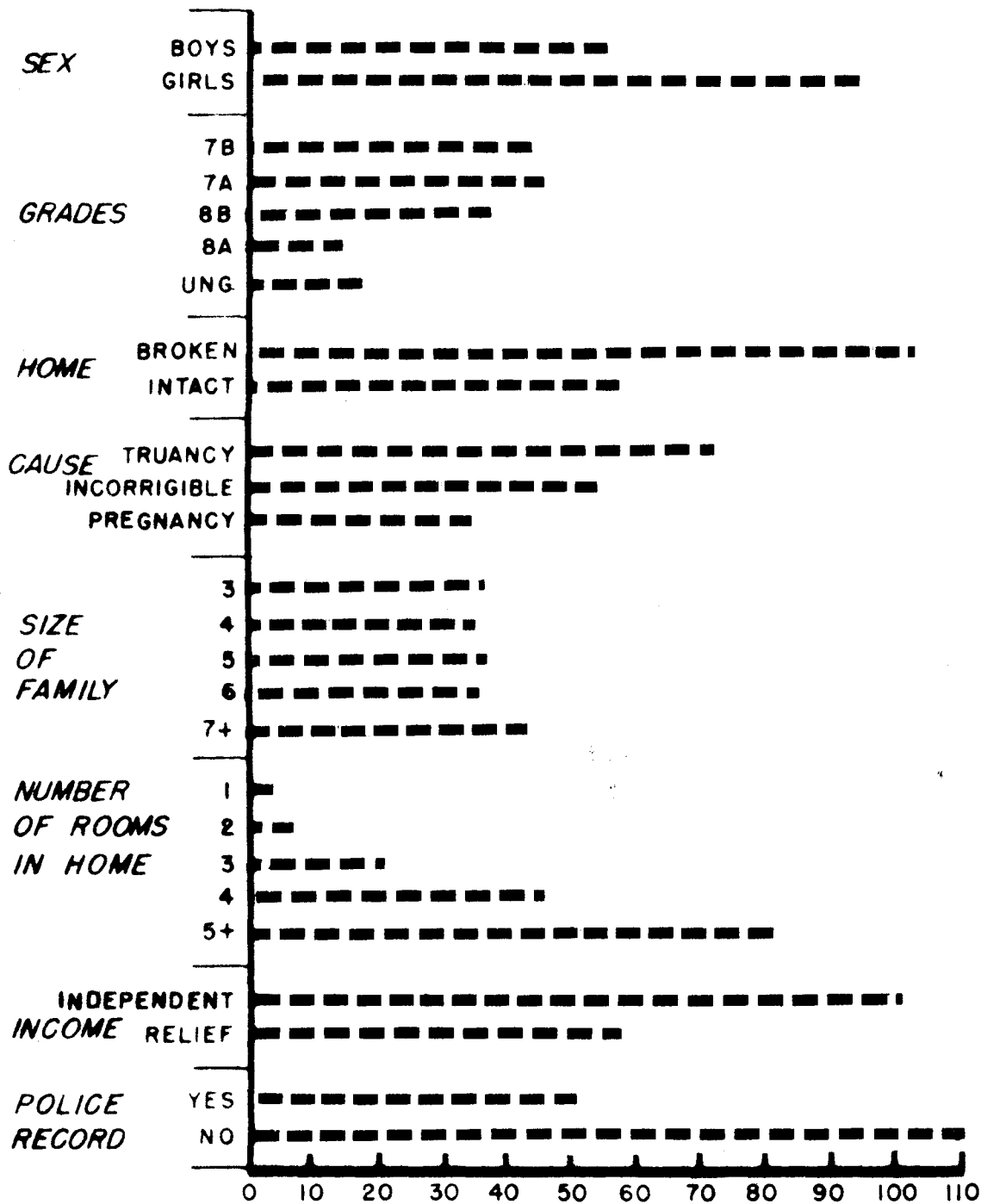


Fig. 19

and a general feeling that judgment of behavior is so flexible that there is in effect, no judgment. Consequently, for the good of the whole, standards were set at the Hess and these standards have been maintained. The overall improvement has proved this policy to be worthwhile, and the reaction on the part of the children has been favorable.

To summarize the social evaluation of the Hess curricular attack and its rationale on the deficiencies of the Lawndale community and the upper grade children of the area, we start with the contributing schools. Three of the four schools report that Hess has benefited them by removing over-age in grade children, removing problem cases from their schools, and by establishing educational standards. The disadvantages experienced by these schools consisted mainly of loss of services usually performed by the older children.

The receiving schools report Hess graduates to be average in citizenship and participation in school activities, and also average or above average in their attitude toward authority and respect for property. Principals of these schools were more complimentary during interviews than on questionnaires. Perhaps when it comes to putting something on paper there is a tendency to become more conservative. However, this reserve or lack of enthusiasm is not applicable to the parents of the community. Their responses clearly indicated that they felt Hess had a bene-

ficial effect on the behavior and social outlook of their children and the school had an extremely good effect on the community as a whole. One parent wrote, "Thank God for the Hess school!"

The most favorable accounts toward evaluation have come from those who have visited the school and personally observed the children at work in the classroom, in the shops, and in the normal course of the school day. It is by this observation that real appreciation is gained. When the first students arrived at Hess, many came in blue jeans and slacks, and it is no overstatement to say they were unkempt and ill mannered. They came from overcrowded schools and overcrowded homes; fighting was an everyday occurrence; the matron complained the girls never flushed the toilets; boys and girls smoked around the school; the children talked back to teachers and seemed to have a general disregard for public property; there seemed to be no sense of gentility whatsoever, yet, four years later at a luncheon for the Board of Education members, board member, Mrs. Wendell Green stated, "At the Hess school you will see hoodlums turned into young ladies and gentlemen."⁷⁶

⁷⁶ Statement of Mrs. Wendell Green, March 11, 1959, personal interview.

CHAPTER VI

SUMMARY AND RECOMMENDATIONS

In broad terms this dissertation, "A Critical Analysis of an Experimental Curriculum for an Upper Grade Education Center in a Depressed Urban Area," has been divided into three parts:

- A. An overview of the problem of Negro immigration from the south and the accompanying problems of a people crowded into a depressed northern metropolitan community.
- B. An overview of the Lanwdale community of Chicago, one of the above mentioned areas, whose problems of overcrowded schools, overcrowded dwelling units, and residents with social and academic deficiencies are typical of those faced by many northern urban communities, which have been recently impacted by heavy Negro immigration.
- C. An analysis and evaluation of the experimental curriculum at the Hess Upper Grade Center as a positive attack on the cultural and academic deficiencies of the community

and an evaluation of both the social and academic results of this program.

1. The problem of the Negro immigration to the metropolitan area of the north.

As evidenced in Table I,⁷⁷ page 3, the population of Chicago grew from April 1950 to July 1957 by 125,300 individuals, a percentage increase of 3.5. It is significant that during this time the white population declined by 114,300 or 3.7 per cent, while its non-white population was growing by 239,600, an increase of 47.0 per cent.⁷⁸ This population increase of the non-whites has brought about profound changes in community and family life, which has in turn had an impact on the city and its schools. The problems created by this immigration have been assessed through background material on the southern Negro, and an objective appraisal of existing conditions has been made by an analysis of the Negro as he adjusts to and functions in the urban community. As stated in the opening chapter, the purpose of this paper is not to provide broad general answers to this highly complex problem, but rather, to present information as to its cycloramic background so that a more delimited analysis of the experimental curriculum of an upper grade center in a depressed urban area can

⁷⁷ "Population in the Chicago Standard Metropolitan Area, 1950-57," Chicago Community Inventory, University of Chicago Press, February 1958, 10.

⁷⁸ Ibid.

be made and thus, better understood in its full context.

2. The Lawndale Community of Chicago.

The residential complement of Lawndale Community is almost one hundred per cent Negro. In the area of the Hess school, located in the center of this community, the hundred per cent figure would be a safe appraisal. The term "almost" is used since there are still white residents on the western periphery of Lawndale, near the city limits; but, for all practical purposes, this may be considered a non-white community. A survey of enrollment forms of 289 pupils entering 7B in February 1959, shows that only thirteen of their fathers⁷⁹ and twenty-one of their mothers⁸⁰ were Chicago born.⁸¹ Of this particular group of pupils, 46 per cent were born in Chicago, a higher percentage than that of an 8A group of 150 pupils surveyed in 1957. At that time, 28 per cent of the class was shown as being Chicago-born.⁸² This would seem to indicate some increase in stability of population, or, at least, longer

79 Figure No. 20, 223.

80 Figure No. 21, 224.

81 The weakness of these graphs is that 51 per cent of the fathers and 46 per cent of the mothers places of birth are unidentified, but in these cases it would seem fairly safe to assume that most of these are southern born, since statistical data on urban births are usually more accurate than the rural south.

82 Louise Harney, "Adapting the Curriculum to the Needs of the Learners in the Area of Language Arts," University of Chicago, Unpublished Report, December 10, 1957, 2.

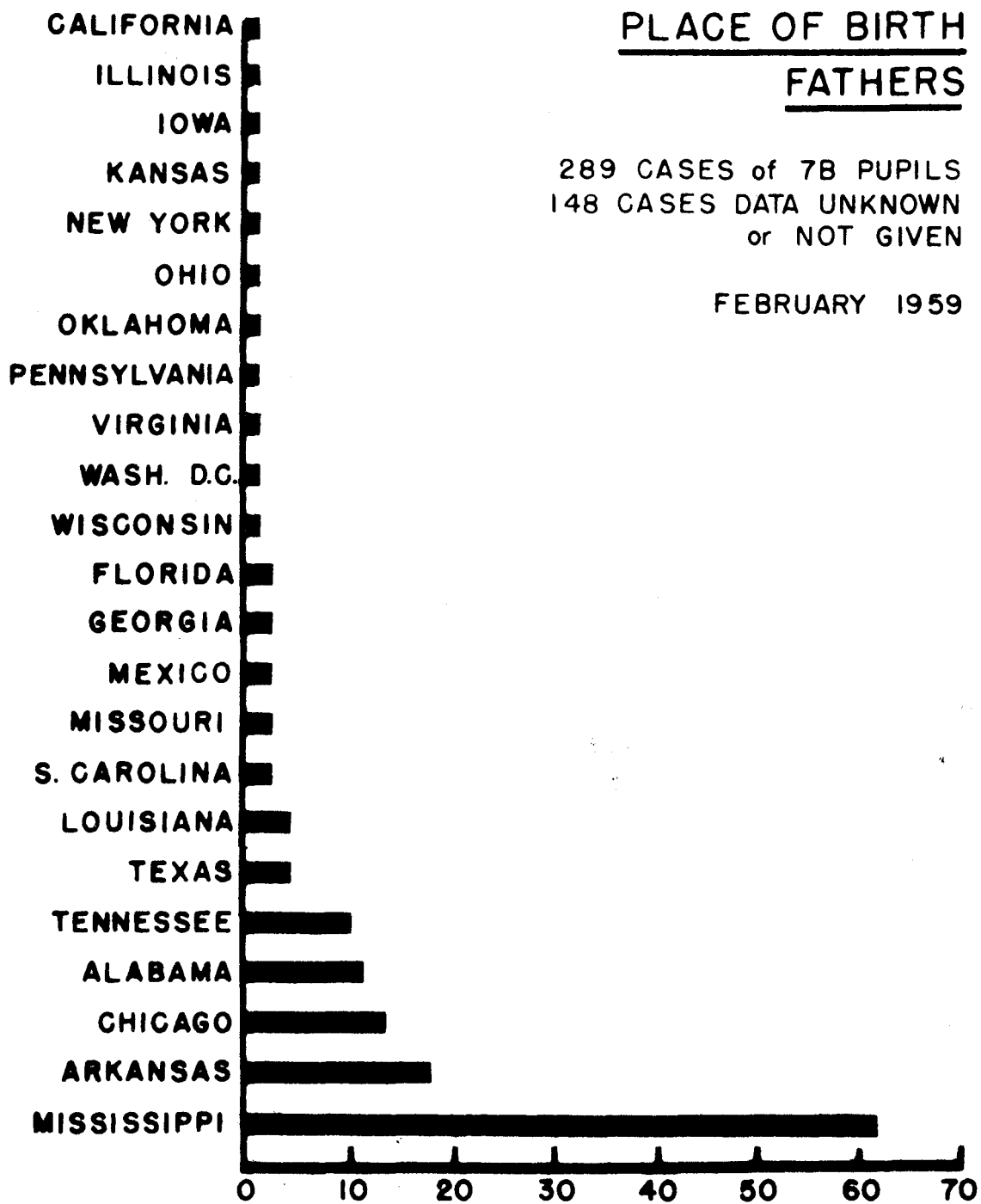


Fig. 20

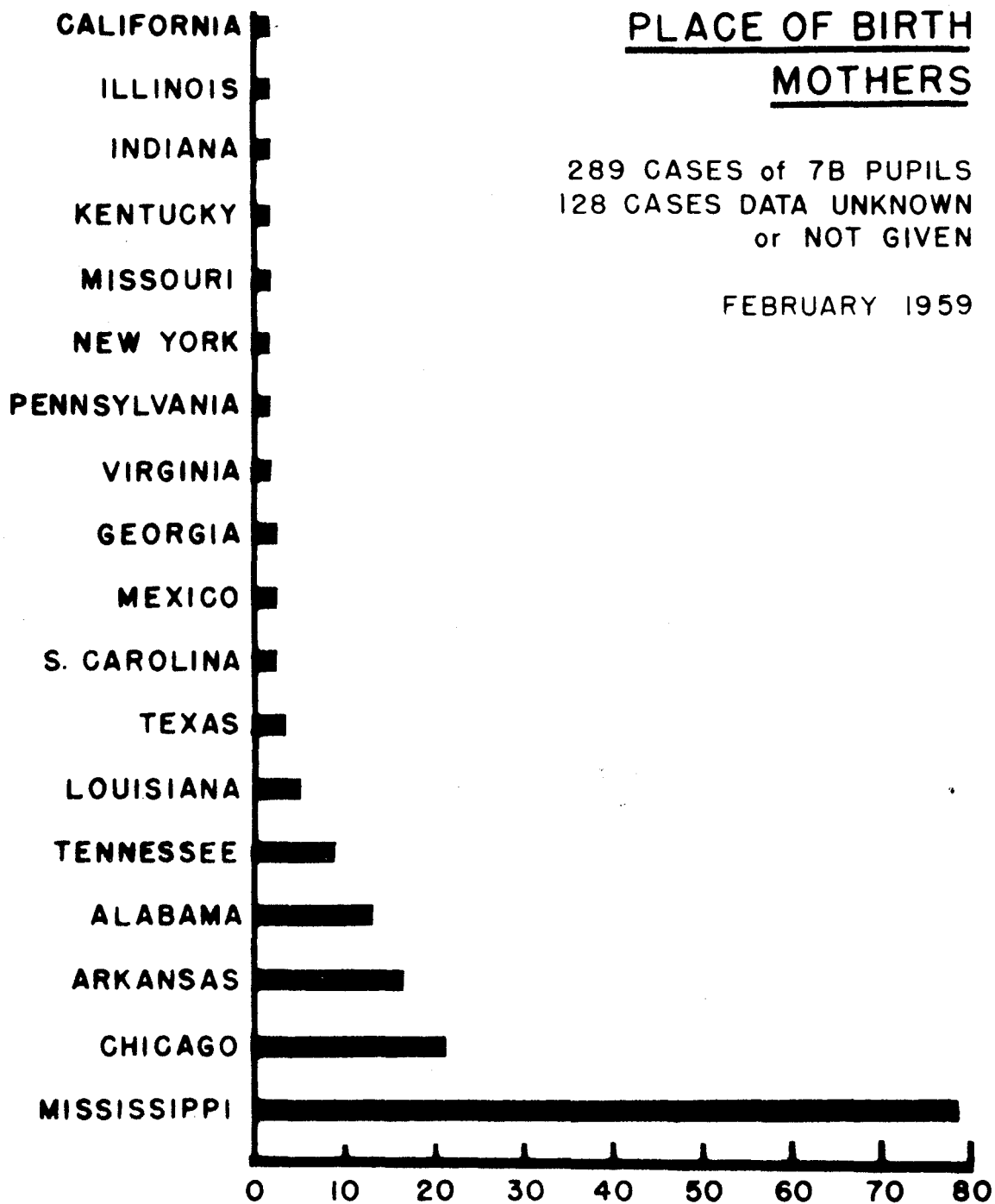


Fig. 21

Chicago residence.

This, of course, does not change the educational status of the parents, almost fifty per cent of whom have not completed elementary school, as is evident from the following table:⁸³

TABLE XII
EDUCATIONAL BACKGROUND OF PARENTS BY FAMILY

Years Completed	Both Parents	Per Cent	One Parent	Per Cent
College - 4 yrs.	3	2.0	5	3.3
College - 1-3 yrs.	7	4.7	8	5.3
High School - 4 yrs.	16	10.6	18	12.0
High School - 1-3 yrs.	22	14.7	21	14.0
Elementary	32	21.3	31	20.7
Less than 8th grade	70	46.7	67	44.7
	<u>150</u>	<u>100.0</u>	<u>150</u>	<u>100.0</u>

Nor does the apparent lessening of transiency in the community seem to effect the number of relief cases which, in the study on School Problem Reports on page 217,⁸⁴ shows 36 per cent of the families receiving Aid for Dependent Children; the present

⁸³ Ibid.

⁸⁴ Figure No. 19, 217.

rate is as high as that of several years ago. Since data on these reports are obtained by questioning parents of socially maladjusted children, it is quite possible that some of the information is unreliable; however, the truant officer, Irneva Ming, who has been working in the neighborhood for ten years, estimates relief cases as being between 50 and 60 per cent of the total number of families. Many of these families are large; eight, ten or even twelve children are not uncommon. In one case the author found one family receiving payments from both Aid for Dependent Children and Social Security. These payments, plus the expense of educating the children, will cost approximately \$100,000 over the next ten years. This only represents one of thousands of similar cases.

Then, again, the community is highly congested - 34,000 inhabitants per square mile - and highly transient. Hess, with an enrollment of 1260, had 1834 transfers in and out during the school year of 1958-59. Of course, about half of these were the normal new 7B enrollments and graduating 8A pupils; nevertheless, as these figures indicate, pupil mobility is extremely high.

The combination of such forces as high transiency, overcrowded schools, overcrowded dwelling units, recent migration from the south, poor community organization and leadership, distrust of one's neighbor, fear of violence, and lack of cultural and educational background for urban living leads, inevitably, to family

disorganization, as indicated in the graph on Household Composition.⁸⁵ Only 50.5 per cent of the children live with both mother and father, and this together with the encompassing problem of being a member of a minority group creates a situation that demands an adjustment of the educational offering to meet the local conditions. It was in an effort to meet these needs that the Hess school launched its extensive program in Social Development, through which improved citizenship and character training were to be developed. The results of this program as evaluated in a survey conducted through questionnaires was considered extremely successful by the parents.⁸⁶ The receiving schools were less enthusiastic in their response, marking most students "average" or "above average." Juvenile officers of the Fillmore Police District, in interviews, commented favorably on the improved behavior they had witnessed when dealing with Hess pupils.⁸⁷ Officers Richard Ford and Hampton McMickels, of the Twenty-fifth District, observed remarkable improvement in behavior on the part of the children who attended Hess.

The problems of overcrowded depressed urban areas such as Lawndale are so multiphasic that one unit or one person cannot

85 Figure No. 8, 60.

86 Figure No. 17, 212.

87 Hampton McMickels, Juvenile officer, Personal Interview, January 21, 1959.

answer all of them, but if the community can be drawn together, properly guided, efficiently policed, and inculcated with a sense of civic responsibility, great improvements are believed possible. But, the community itself must exert some effort to accomplish this. The problem of the child getting to and from school safely has not been solved. A member of Conant's Staff in an interview with the author said this is also a big problem in New York. Gang assaults, strong arming and the molesting of girls between school and home, not only exist, but thrive in the area.

3. The Analysis of the Experimental Curriculum at the Hess Upper Grade Center as a positive attack on the cultural and academic deficiencies of the community and the evaluation of the program.

Academic and social evaluation prior to the opening of the Hess School indicated that the community of Lawndale was in need of some departure from the educational offering then in progress. The Hess rationale for an area such as Lawndale or a similar community and its curricular attack has been evaluated. The results must be weighed with the background of the community in mind. Approximately 50 per cent of the parents have not finished elementary school, and only 5 to 6 per cent are Chicago born. Most are unskilled laborers; many receive public assistance of some type or other. Characteristically, the children come from overcrowded homes devoid of many of the cultural amenities of urban society - books, magazines and newspapers - although all

seem to have television sets; music is confined to "rock and roll" pictorial art is almost nonexistent. Most of the parents of the children coming from southern rural areas appear to be extremely superstitious and have difficulty distinguishing between reality and fantasy. Dead people are constantly reappearing, and, in their creative writing, "ghosts" are usually the theme. This is also true in class discussions, except for the 2 or 3 per cent who are Mexican or Puerto Rican origin, and who are usually quiet and do not participate in the discussions. Rumors spread through the community with unbelievable rapidity, i.e., one morning, two girls came to the office to report that "the red man" was seen near school; the children became terrified. The next day, these girls reported that "the red man" had killed two teachers at a neighboring school, and, on the following day, two children were reported killed at a contributing school. By this time, dozens of children were swearing that they had seen "the red man." On being questioned, an entire class all claimed to have heard reports on radio and television concerning "the red man." These reports grew and spread until a feeling of terror permeated the student body. At this point, the author decided to call neighboring schools in an attempt to trace the story to its origin. The first two schools called, knew of the "red man" story, but not the origin; the third school gave the author the true story. It seems that a man had been painting his home and a can of red paint had

spilled on him as he descended the ladder. Three children who were walking near the home saw him and ran home in terror. Thus originated the story of "the red man."

The Hess school has made a positive attack, through its curriculum, on many of the academic and cultural deficiencies of the community, but much work is yet to be done. It is the recommendation of the author that further and more delimited research is needed in several areas such as:⁸⁸

1. Communication
2. Superstition
3. Family relations
4. Trade school education
5. Juvenile delinquency
6. Community leadership
7. Development of civic responsibility

Chicago will be suffering from something called "acute sociological indigestion" in the next few years and the city's school teachers must be prepared to help nurse the city to health.⁸⁹

⁸⁸ Sam S. King, "Almost 75 per cent of those receiving county welfare aid here are Negroes. Most are unskilled." Chicago Daily News, August 12, 1959.

⁸⁹ Edward G. Olsen, Associate Director, N.C.C.J., Address Roosevelt University, Seminar on Human Relations, August 3, 1959.

Conclusion.

Within the limits of this investigation it would seem safe to assume that, through curricular adjustment, the school in a depressed urban area can improve both the social behavior and the academic achievement within a community. However, the problem is so multiphasic that one unit cannot provide all the answers.

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Memo: To All Teaching Personnel

From: Office Of The Principal

The following data is desired in order to ascertain practical information in the current formulation of the accelerated classes.

Yes No

_____ Are there students in your class with intelligence test scores of 110 and above?

_____ Are there students in your class which indicate a depth in conceptual relationships above the average?

_____ Do certain students display a vocabulary beyond their present maturity level?

_____ Do any students possess above normal abilities in oral expression?

Do you receive written expression which indicates a higher than average degree in the following:

_____ Logic
_____ Systematic organization
_____ Superior grammatical construction
_____ Above average mathematical computation
_____ Critical Thinking
_____ Generalizations
_____ Abstract Thinking

Do any of your students possess higher than the average intangibles in the teaching-learning situation?

_____ Persistence
_____ Speed of learning
_____ Memory
_____ Humor and Wit
_____ Curiosity
_____ Initiative

Do you feel that certain of your students with the above described characteristics would receive a beneficial stimulus from accelerated class placement Yes _____ No _____
(Please explain your answer) _____

<u>Health and Physical Development</u>	Boys--153		Girls--149	
	Number	Per Cent	Number	Per Cent
1. Often have headaches	148	96	143	96
2. Have trouble with my teeth	145	95	138	92
3. Catch a good many colds	139	91	134	90
4. Poor complexion and skin trouble	130	85	143	96
5. Not eating the right foods	144	94	137	92
6. Often have pains in my stomach	92	60	138	92
7. Too clumsy and awkward	139	91	146	98

School

1. Worried about grades	138	90	127	85
2. Slow in reading	130	85	125	84
3. Trouble with arithmetic	122	85	124	83
4. Not enough discussion in class	122	85	122	82
5. Trouble with oral reports	122	85	112	75
6. Afraid to speak up in class	84	55	92	62
7. Trouble with written reports	92	60	89	60
8. Can't keep my mind on my studies	78	51	60	40

PRINCIPALS AND ADJUSTMENT TEACHERS OF CONTRIBUTING SCHOOLS:

Please comment on the following:

1. How has the Hess Upper Grade Center benefited your school?

a. Academic?

b. Social?

2. What disadvantages have you experienced as a result of losing your upper grade children?

June 16, 1958

Dear Parent,

I would like to begin by saying "thank you" for the wonderful cooperation you have shown during the last three years. It has been a pleasure to work with you and your children.

As you know, here at the Hess Upper Grade Center, we have for the last six semesters stressed academic improvement, good discipline, punctuality, and character development. All of which we, the teachers, feel are of the utmost importance to the children.

At this time, I would like to ask you for a brief evaluation of our program. I have listed below three questions; one on behavior and attitude, one on academic improvement, and one on community improvement. Will you please circle one position on the scale you think best completes the statement.

I. I feel that the Hess School has had

1	2	3	4	5
an excellent	a very good	some	little	poor

effect on the home behavior and social outlook of my child.

II. I feel that my child has improved

1	2	3	4	5
greatly	quite a bit	some	little	none

academically since attending the Hess school.

III. I feel that the Hess Upper Grade Center has had

1	2	3
an extremely good effect	a good effect	some benefit
4	5	
little benefit	no benefit	

on the community since its opening in 1955.

I would greatly appreciate the return of this form as soon as possible, with any additional comments you deem necessary.

Sincerely,

Joseph J. Connery, Principal

Chicago Daily Tribune
Thursday, December 10, 1959

SCHOOL IN SLUMS SHOWS SOME WAYS
TO ELIMINATE STREET GANGS

PUPILS IN HESS POLITE, SMART, AND EAGER
By Robert Wiedrich

"There is an elementary school in the heart of the Fillmore district's slum section, breeding ground of street gangs, where the pupils stand when an adult enters the classroom.

The youngsters, more than 1,000, dress neatly in frilly dresses and creased trousers and neckties. Blue jeans and pegged pants are banned.

The principal of this large grade school sees an average of only one pupil a day for disciplinary reasons.

IMMUNE FROM GANGS

No teacher has been assaulted by rowdies inside the school nor has the influence of street gangs been felt in any other way within the school. Yet, this large educational plant draws its pupils from the very center of the west side street gang badlands and because it handles only 7th and 8th graders, its pupils are at an age where they are most influenced by gang membership.

The school is the Hess elementary school which faces a park at 3500 Douglas Blvd. A few blocks down the boulevard stands a statue where street gangs have often met to wage war.

The school is not housed in a new building, altho the school is only five years old. The board of education bought the Jewish Peoples Institute, a private school, when the neighborhood changed and the old residents moved out.

MANY ADVANCED PUPILS

Yet, despite its location and its close proximity to all of the conditions that give birth to gangs, the Hess school stands as a monument to what can be done in the field of education to counter the influence of the slums.

The Hess school has had some graduates who have had second year college reading levels. There are two classrooms of 50 pupils who are undergoing accelerated learning. They are well above

average both in potential and achievement. They are being given a chance to use this gift. They are being given a chance to rise above the slums.

On the other hand, 120 pupils who are well below average also are being given a chance. They attend special classes apart from the average or brighter youngsters so that they learn at their own pace.

The bulk of the pupils receive specialized attention of some sort.

Within each grade level there are five groupings of youngsters according to their ability.

'WANT, RESPECT AUTHORITY'

Beyond the specialized study, however, there are other factors that keep the gang influence from this school.

"We have found that these youngsters want and respect authority and discipline," said Principal Joseph J. Connery, a young energetic educator who has headed the school since it opened.

"They find in the school a sanctuary. They find here people who care about them, whom they can respect and look up to."

"If they know that someone is interested in them, they try even if they do not succeed. We find some of them even patterning themselves after individual teachers."

The Hess school is a team. Even Policeman Richard Ford, the uniformed beat man stationed near the school from the Fillmore station, plays a part in letting the Hess school pupils know that "someone cares."

Ford, also grew up in a tough neighborhood, and knows and understands, the problems faced by the pupils. Thru connections in the district, Ford has gotten some youngsters jobs. He is a strong believer in work to keep pupils busy after school.

"Some of them literally walk the streets with nothing to do," Ford said. "If you could find employment for many of them, we would be rid of 50 per cent of the gangs."

NEED COMMUNITY LEADERS

"When they leave school at 3:15 P.M., they are in a different world. They have no place to go where they will receive the same

type of supervision and discipline they get at school."

Clarence Cash, a 7th grade teacher at Hess, says:

"What is needed is someone to give the community leadership. Someone is needed to pull together all of the loose ends and coordinate the community efforts to help these kids."

Cash pointed out that there probably are many persons in the Fillmore district who are helping or want to help delinquent youth. But they are all working individually. There is no collective effort.

"People care but there is no unity of purpose," Cash said. We need some city-wide agency to come into the area and furnish that leadership.

HIGH PUPIL TURNOVER

Hess school, like every school in the district, is plagued with high pupil turnover because of the transient nature of the community. People move in and out of the community every day. As a father better his economic condition, he wants to move to a better neighborhood.

Among the brighter pupils at Hess, Principal Connery has found that such pupils will travel miles each day just to continue in the accelerated classes. Connery cites the case of the pupil who moved to the far south side, but continued attending Hess school.

This is not to say that the hundreds of teachers in the many other schools in the Fillmore district are not striving as desperately to give the children of the slums a hold on the ladder that leads up.

The importance of this job is realized by them all. Perhaps the urgency of the problem is best expressed in the words of Officer Ford:

"They are kids now. It is the last chance we will have to do something for them. Once they are adults, it will be too late. They will have to face the more serious consequences of being adults.

"Something has to be done for these youngsters. In another 10 years this could be a real concrete jungle."

(Another in a series on street gangs, their organization, activity, and causes, and what is being done to curb them.)

APPROVAL SHEET

The dissertation submitted by Joseph Connery has been read and approved by five members of the Department of Education.

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the dissertation is now given final approval with reference to content, form, and mechanical accuracy.

The dissertation is therefore accepted in partial fulfillment of the requirements for the Degree of Doctor of Education.

June 28, 1960
Date

Joseph M. Wozniak
Signature of Adviser