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A Program For Seven Year-Olds at the City and Country School

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A PROGRAM FOR SEVEN YEAR*OLDS AT THE
CITY AND COUNTRY SCHOOL

Submitted by:

Ruth Cushner
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SECTION I: THE SCHOOL

The City and Country School, one of the oldest progressive schools in the country, was founded over forty years ago by Miss Caroline Pratt. It was conceived as a place to find more effective ways of helping children learn and grow.

Miss Pratt, herself, grew up in a rural setting where children learned about the world by growing in it.¹ This last century, however, has seen drastic economic and social changes take place with the influx of people from rural to urban areas. She saw that, in a big-city industrial society, school became a prime agent for helping children understand their world and preparing them for their place in it. What she discovered about educational institutions extant at the turn of the century led her to search for a different kind of school. The ideas and attitudes which resulted from this search became the City and Country School. They are as much a part of the school today as when she was alive and directing it.

There are no archives containing the philosophy and practices at City and Country. The philosophy is articulated and developed in the physical plant, the materials used by the children and in the program and general atmosphere of the school.

Let us take a tour of the school. From the outside, at 165 West 12th Street, in New York City, there are few signs

1. I Learn From Children, by Caroline Pratt, Simon & Schuster, 1948 .

that this building is any different from all the other brownstones on the block. The windows above the ground and first floors are like other windows on West 12th Street, curtained and homelike. If you look closely, in faded printing on the brick above the glass door, you can barely make out the lettering which reads "The City and Country School". However, looking through three windows on the first floor, you discover this as a place where there are children. A fish tank and plants sit on the sill of the window, and beyond, on the wall, hang children's paintings.

Around nine o'clock on a weekday morning in the fall, you see children between the ages of three and thirteen enter the school, dressed in dungarees and light jackets. The older children carry books or briefcases, a younger child clutches a stuffed animal or a toy boat. Let's follow a ten year-old boy down a few steps into the main entrance hall, to the right, into the office where he rummages in the Lost and Found box for a missing glove. The woman at the switchboard gently informs him that she has not seen it. Placed around this room are filing cabinets, teachers' mail boxes and beyond this small cluttered room is a paper supply room, a tiny cubicle for the school secretary and the office of the bookkeeper. The entrance hall is hung with large pieces of scenery from the 13 year-old group's play about the American Revolutionary War. A large bulletin board announces a concert for children, movies at the Museum of

Natural History and the lunch menu for the week. The principal's office, opening into the hall, is a small cheerful room, also decorated with children's paintings and clay work.

The nurse's office also opens into the hall; not white and antiseptic looking, but quiet and cozy. Two fishtanks, a couch, books and magazines give it a relaxed feeling. Three and four year-olds, the inveterate latecomers, are straggling into this room to have their throats examined by the nurse.

As we leave the entrance hall to go across to the 13th Street building, we see two windows swing out under a sign which reads "VIII's Post Office". Two six year-old girls are watching an eight year-old boy slowly write out their order for attendance cards and school stamps.

Walking through the covered passageway, we see the first of three playing areas to the left. The "River Yard", a narrow yard where two five year-olds are digging industriously in the dirt and pebbles. A wooden horizontal ladder, lifted by two vertical bars is at one end and at the other end of the yard, hanging from a metal frame, is a large tire, a knotted rope and a rope ladder. On the right is the "Block Yard" - noisy with the sound of five and six year-olds, pushing large three-sided boxes together to make a train, gathering square and rectangular green wooden blocks from the stacks against the fence. Two girls practice hanging and balancing

from the parallel bars in the corner of the large square yard. A boy and a girl are carrying planks and barrels to complete the train. A girl with red pigtails floats down the simple plank of wood which is used as a slide, while another girl scurries up the ladder for her turn. The teachers of the two groups sit on a box observing and talking.

As we go through the door in the fence to the third yard, we find ourselves on a smooth surface, in a large rectangular area, surrounded by a high fence on opposite ends of which are hung two basketball hoops. The neighboring yards are protected from stray balls by an all-embracing net. The eleven year-old group suddenly fills the yard, organizing teams for a kickball game. Their teacher sits on a bench against the fence.

Passing under the carefully printed sign telling us that we are entering the North Building, we enter the hallway and peek into the tiny teachers' room on the left. A science room, a clay room and a shop flank one another as we go around the corner toward the children's lunchroom and the stairs to the upper floors. These three workshops are crowded with materials in different stages of completion. Each is fully equipped with the necessary tools for use by the seven year-olds through the thirteens - from the motor-driven jigsaws and potters wheel to the bunsen burners and microscopes.

We pass the lunchrooms, two cheerful rooms with several large tables surrounded by benches, and go up the narrow stairway into the music room, small and dominated by a grand piano. In the cabinets we see percussion instruments, recorders and song books. All groups, from the fives up, come to this room to sing, make up songs and learn some music theory.

More children's paintings and a sign that says "Come to the IX's Store" brighten the hallway. The thirteens' room, adjacent to the music room, is crowded with tables and chairs, lined with lockers, and the remaining space is filled with evidence of a busy program: paintings and maps crowd the wall, clippings and papers everywhere tell us that the group is studying the War of 1812, a mimeograph machine sits on a table beside a high stack of the 13's school newspaper.

We go next door to the library, a light, colorful room, looking out on the big yard. Half of the eight year-old group is seated in deep, soft chairs around the room. The shelves are stacked with books. At the table in the center a boy is looking at the desk calendar, filling out his library card. All is quiet. In one of the two smaller rooms at the back, a thirteen year-old is reading in Beard's Rise of American Civilization and taking notes on small cards. In the other small room, the 8's teacher is reading with a girl who is having reading problems.

The librarian, her assistant, and the 8's student teacher all watch for raised hands which signal to them when a child needs to have a word read for him. The word is whispered and the child reads on. A talk with the librarian informs us that all the older groups have scheduled times in the library for reading and research. The 7 year-olds, in their first year of reading, begin to use the library after the middle of the year. As we talk, a six year-old boy enters timidly. The librarian speaks with him and gives him the book on the Coast Guard that his group needs.

The five year-old group, the last on this floor, have a small room with a fireplace. Children's products are everywhere. From the easels have come paintings, from the bench, boats, planes, small cars and furniture. Clay animals stand on the mantelpiece, block buildings crowd the floor: stores, houses, roads, parks - decorated with bits of material, drawings, little colored blocks, and some of the clay animals inhabit the zoo.

As we go up the stairs to the second floor, the ten year-old group is coming out to the yard. They are laughing and talking loudly, eager to get downstairs. The elevens are coming up the stairs. There is confusion and noise as the groups bump and mingle. Two 8 year-old boys are sorting the mails on the stairs; a thirteen year-old girl is on her way to the South Building to collect news.

On the second floor, which houses four groups, we see the 12 year-old group planning a play about the "ncient Greeks. Two boys leave the group to help the 4's get ready for play on the roof. This is their regular responsibility. The tens, next door, are listening to a report about falconry being read by a girl. The teacher explains to us that this girl was unable to do the research by herself, so it was read to her and she dictated the report to the teacher. As she reads, a boy is carefully printing the menu for the day at his desk. All the handwritten signs we have seen were done by the tens.

It becomes clear to us, as we look about the 9's room, that they are engrossed ina study of paint and paper products. Pictures, samples, diagrams decorate the walls. A huge painting of a logging camp looks down from the side wall. The teacher is leading an arithmetic lesson. "Do you remember", she asks, " when we poured the paint from the gallon to the quart jars in the store?" At the back of the room is the store. Although a small room, it houses a real cash register, and its shelves are stocked with pencils, paints, notebooks, paper, crayons, rulers, erasers, chalk and tape. In a short time the store will open and it will be crowded with young customers, holding their group money boxes, waiting for a nine year-old clerk to finish adding his sales slip and for the cashier to ring up the

sale and figure out the correct change.

The 11's room is connected to a small print shop containing two large presses, fonts of type and two hand presses. Three smudged children are busily setting up type for a rush order of attendance cards for the 8's post office. Two others are piling copies of the 7's stories of their trip to the Brooklyn Bridge. There are many maps in progress around the room, tracing the routes of the early explorers which tell us that, this year, the elevens' job has interested them in the Age of Exploration and Discovery.

Up to the third floor and the four year-old group. Low chairs and tables, high block buildings on the floor, drawings and paintings on the walls, collage materials, a work bench - these constitute the 4's equipment. They have just returned from a trip to the corner to see a steam roller and they are excited. The 3's occupy a small adjoining room for half a day. The shelves are lined with blocks and paintings hang on the wall. The group is on the roof where they use smaller boxes, planks and slides for their play.

Entering the last room in this building, we find the gym, a wide, spacious room with high ceilings and big windows. On a low stage sits a woman at the piano, mats are rolled underneath the stage and along the right wall are climbing bars. Each group comes twice a week for a

half hour to this room. The 8's, 9's and 10's rest here, and all plays, concerts and meetings are held here. A large box near the stage holds some of the materials used in rhythms - hoops, balls, scarves and balloons. The seven year-old group is here. They have removed their shoes and socks and are leaping around the room to the music in an orderly and graceful manner. The rhythms teacher tosses them each a ball after the music stops. The girls bounce them. The boys throw and catch. The music plays. Within the half hour they play music tag, jump rope, lie quietly on the floor, are animals in the jungle.

As we retrace our steps back to the 12th Street Building, we stop in at the 8's room where they are planning to build a miniature Indian village. In addition to having complete charge of the Post Office, the 8's study Manhattan Long Ago. The buzzer from the front office suddenly sounds and a boy jumps up to deliver a special delivery letter upstairs to the 6's teacher. We follow him up the narrow staircase and turn into the 6's room which has a complicated block scheme on the floor. Boats on a painted river, a lighthouse on an island; behind the docks are houses, stores, warehouses. Clay figures, drawings of animals, paintings, a weather chart, a workbench fill the room. "We go to rhythms today" is written on the board of the smaller of the two rooms. There are books about boats, animals and science on the low shelves.

Across the narrow hallway are the seven year-old rooms. The block room is a long rectangular room. One wall is stocked with blocks, wooden shop products - train, trucks, boats, traffic signs, lights and a few small buildings. On the floor a complicated block scheme is being constructed. The rivers are labeled "Hudson River" and "East River". In the smaller room the papers in the cubbies show attempts at writing and in each cubby is a book of some kind. On the board are written the amounts of recent purchases made at the 9's store. They will be added and entered into the group allowance book. There are paintings of bridges and city buildings on the walls and a story about the George Washington Bridge, written in large print, is on the wall.

Above this floor are two rooms. One is used for a parents' workroom and the other is used by the school psychologist for conferences with teachers and with parents.

We have come to the end of this rapid tour. From it, we can see that City and Country is a different school. Several differences from a traditional school stand out immediately: 1) It has been arranged to fit children. It even feels small to the adult at first. 2) These children are not sitting at desks or tables for much of the day. They are moving, building, playing, making. There is ample space provided for this as well as materials which demand active participation on the

part of the children. 3) Few of the materials which we have seen can only be used in one way. They are largely unstructured. 4) There seems to be a high degree of integrations within the curriculum. By this we mean that the jobs and the program complement each other and that within each program all activities are related. 5) There appears to be a minimum of administrative staff as well as a minimum of teacher supervision.

If we talk with the director of the school and ask her about the philosophy of City and Country we might get some further insight into this school:

They are interested in the whole child, we are told. They believe that the best way to foster his growth is to place him in a setting which provides him with opportunities to test, to try and to discover for himself. They supply children with comparatively simple materials which they can manipulate and with which they can reconstruct what they discover. Not only do the children exercise their imaginations and ingenuity in reconstructing what they learn about the world around them, but they also get tremendous emotional release and independence.

These children learn a great deal about social development also. "They are not interfered with any more than is necessary for safety (both physical and emotional)

and within limit, they are allowed to work out their differences themselves, even to occasional physical fights...This lack of interference on the part of the adult, this willingness to wait and to encourage each child to develop independently in his own way, is perhaps our most fundamental tenet." 1.

The aim in the younger groups is to help the child learn to think for himself and to test out his ideas with materials and with others his own age. Then, and only then, it is believed, is he ready for more formal teaching. "...But, if we stuff his mind too soon with the techniques and knowledge of the adult world, if we constantly interfere with his emotional, social and intellectual growth, we are in danger of confusing his own pattern of growth, of over-loading his memory, of minimizing his originality and of making him over-dependent on others rather than on himself for his thinking." 2.

Accordingly, at 8 the program becomes more academic. Books, not only trips, are used as resource material. No texts are used anywhere in the school, but many books, newspapers, pamphlets are offered to keep children's critical, questioning faculties alive. The program at City and Country is a carefully planned and well integrated one. The goal is to give children as rich an experience as possible.

1. Taken from a mimeographed message to student teachers, by Jean Murray, 1955.

2. Ibid.

SECTION II: THE SETTING

Where do the children who attend City and Country come from? What are the qualities of their out-of-school life?

For the most part, the children come from three sections of downtown Manhattan: The Greenwich Village area, the Stuyvesant Town-Peter Cooper section and Gramercy Park. Very few come from uptown or Brooklyn Heights.

The Village:

Forty years ago, Greenwich Village was an isolated part of Manhattan. Dray horses clattered over the cobblestones; one-family brownstones and wooden tenements lined the streets. Small shops and pushcart markets retailed food. El's and trolleys provided transportation. Washington Square was a quiet residential area. Men and women from all over were moving into cheap apartments, looking for opportunities to share new ideas on art, politics and life.

Today, quick underground transportation has made the Village an integral part of Manhattan. Struggling artists and writers cannot afford the high rentals in this part of the city and have been moving away. Brownstones and tenements are giving way to apartment buildings and institutions. Washington Square has

been rebuilt by New York University and the Park itself has few facilities as a playground.

The Village has been changing from a neighborhood where families predominated, to one in which single people are in the majority. The population has grown older. Italian, German, Irish and Russian were once the dominant accents in this section; the foreign population has steadily dwindled.¹.

Since this is the immediate environment of the school as well as that of many of our children, let us examine it more closely.

Directly across from the school is St. Vincent's Hospital. A section of brownstones next to it has recently been replaced by a mental health pavilion. Along West 12th Street toward Fifth Avenue more brownstones have been demolished to make way for tall apartment buildings. The New School for Social Research is on the next block. It also is expanding, bringing more and more people from all over the city to its daily and nightly classes, lectures and concerts. Around the corner on 11th Street, a modern, brick P.S. 41 takes the place of the old Rhineland Gardens. On West 10th Street, the Artists Studios have given way to a new modernistic apartment building.

1. Information on population and housing has been gleaned from the U.S. Census of Population, 1950. U.S. Department of Commerce. Bureau of the Census. Census Tracts Statistics. N.Y. vol.3, ch.37 of the 1950 Population Report.

West onto Greenwich Avenue, we pass the smart clothes shops, the antique places and the restaurants. Further west now, we are in the midst of the wholesale meat district. The heavy truck traffic makes it difficult to cross over to the delapidating dock at the end of 12th Street. We can see the Department of Sanitation trucks roll into the incinerator building, unload, and we can watch the garbage barges float down the river. We can see tugs, ferries, barges, liners, tankers on their way up and down the Hudson River. As we walk back, east on 14th Street, we pass a variety of stores, selling inexpensive furniture, appliances and clothing. We see many Puerto Ricans and Negroes who live north of 14th Street. This area shows a great diversity: old and new, big apartment buildings and antiquated tenements, commercial lofts and "arty" shops, elegant restaurants and cheap bars.

Closer to Fifth Avenue we see a more homogeneous sight: almost completely residential, interrupted by a few Protestant Churches. Here the population is also more homogeneous. This is an older group of people with a predominance of Americans whose children, if any, are grown and have moved away. The education and income levels are high. Apartments are rented; dwelling units are rarely owned and occupied by the same persons.

To the south is an Italian and mixed area where Catholic Churches and Parochial Schools are numerous. The traffic everywhere is heavy with busses, cars, taxis and trucks.

Stuyvesant Town-Peter Cooper:

Further east along 14th Street, at First Avenue, we are confronted with a massive sight: twelve-storey, red-brown apartment dwellings in awesome rows fill the space from 14th to 23rd Streets. These are the two projects built by the Metropolitan Life Insurance Company after World War II to replace a huge slum area.

Stuyvesant Town contains 1, 2 and 3-bedroom apartments. Peter Cooper, at higher rentals, has apartments with one and two bedrooms. They are for "middle income" families. A two-bedroom apartment in Stuyvesant Town rents for around \$100. The bulk of the occupants are young families with one or two children. Until recently there were no Negroes or Puerto Ricans living here. There are now a few families.

The buildings are clean and well kept. There are many play areas, some provide play equipment and supervision. Ringing this immense development is the East River Drive and a mixed residential and commercial section combining many nationality groups, with a recent influx of immigrants from Puerto Rico. To the

north, First Avenue has become "Hospital Row". The traffic flows swiftly around this super-block.

Gramercy Park:

Gramercy Park has remained relatively unchanged in the past half-century. The small, exclusive park is surrounded by genteel old houses and tall apartment buildings. This is a neighborhood inhabited by older people whose education and economic levels are high. The small park is a quiet one, it is used primarily for airing pets and for sunning. Only residents have keys to the gates of the park. There is little space or equipment for children's play here.

Gramercy Park is an island, bounded by Third Avenue - currently changing with the removal of the Elevated from a dark, commercial and low income area to a high income, respectable avenue. Fourth Avenue, on the west, is lined with tall office buildings' and commercial lofts. A mixed residential and loft area bound it on the north and south. The traffic on all sides is thick and fast.

The children who come to City and Country from these sections of the city are restricted as to the amount of space that is available to them. Not only are the apartments they live in small, but the outside space that is available to them is limited. The children

from the Village and from Gramercy Park generally have less space for outdoor play than do Stuyvesant Town and Peter Cooper children - and they must share theirs with hundreds of others. They are limited in their choice of friends to their own economic and cultural level and to their own racial group.

These children live in a crowded, congested city, where their relationship to people who perform important services is largely impersonal. They do not know the mailman, the grocery clerk or the garbage collector; they have little contact with their own neighborhood. Their parents are likely to be unfamiliar with the neighborhood also. Many of them have not lived in the same place for very long.

If we look closely at the more immediate environment of these children, we will find that they come from middle and upper middle class homes. Their parents are artistic, business and professional people. Almost all are apartment dwellers, but the children have had some country or seashore experiences during the summer.

In many of the homes, both parents work full time. Many mothers, if they do not work, have compelling outside interests. A majority have domestic help. The children perform few services inside the home. Some are given chores to do.

A small percentage of the parents are divorced; some

have remarried. Families tend to be small. They are about two-thirds Jewish and one-third Protestant, but few are ritually religious and attend church or temple.

Generally, the parents are conscientious and literate, not only on social-cultural topics, but on child development theories as well. However, the problem of permissiveness versus discipline is still a confusing one. Consequently, the confusion is handed down. They want their children to be successful, happy and well-liked.

Many of these parents do not have much time for their children. When they do see them they are apt to be tired or preoccupied. Television or hired help often replaces parental companionship. Some parents "make it up" to the children on weekends or holidays by taking them on elaborate and sometimes inappropriate trips and outings. Very often they explain things and articulate motivations that are not comprehended by the children because they are beyond their reach. As a result, many of these children have lost much of their curiosity about simple matters, but are highly verbal about more complicated affairs.

The pace is fast. The schedule is tight. The school becomes very important - not only as a place for learning, but as a place where friends (often the only ones) are made, where the world around can be freely explored. A school, for these children, must provide an immediate environment which is personal, understanding and at a child's pace.

SECTION III: THE AGE GROUP

English and Pearson describe the latency period as a time in which the child is attempting to achieve control over his many impulses.¹ The child uses the mechanisms of repression, sublimation, reaction-formation and obsessive-compulsive defenses to achieve his end.

The need for boundaries and limits at this age is obvious from their total behavior pattern. For instance, these children carefully border paintings, they are interested in rules for games, they structure their stories, they want things to happen on time and as planned.

Seven year-olds, in particular, as they begin to learn the academic skills, enjoy every achievement in self control. They are even able to tolerate a certain amount of frustration and tension if the end to be achieved is the mastery of a skill. They practice kicking a ball or balancing on a fence with equal intensity and determination.

What this means to a teacher of this age group is that these children are extremely teachable. It also means that definite demands upon them may be made and that standards and routines, imposed from the outside, can help the child with his inner necessity to control and can help him establish

1. Emotional Problems of Living, English & Pearson. Norton & Co., New York. Revised and Enlarged Ed. 1945. Chapter VIII

work habits and attitudes that lead to the necessary ego quality, industry.¹

Another of the strong urges of this age group is the need to reach out from dependence on adults to a solidarity with the peer group. While they still need adults and want adult help and approval, they want to be able to do things by themselves and to be accepted and approved of by their own age group. There is much comparing, teasing, self-criticism. They want to know their places within the group - who is the best reader, the fastest runner, the strongest, etc. They want to share their experiences with each other. They want to dress alike, talk alike and do things together. They want desperately to have a "best friend". Individualism is avoided, and, it seems, feared. Sex identification has been established and boys and girls begin to separate along sex lines. The girls are more interested in domestic play, while the boys are eager to play "male" games like football and baseball. The girls seem to be less interested in the objective world around them; they are more concerned with the human element.

The push away from adults and the home is accompanied by more interest in a larger universe. Family stories and personages are still important, but television programs and characters, movies, trips and other out-of-the home events assume great significance.

1. Childhood and Society, Erik H. Erikson, Norton & Co., New York, 1950. Chapter VII.

They are occupied with thoughts of death, growth, religion, how the world began. They are curious about their own past. They are gradually gaining the ability to deal with subjects which do not directly involve them and with which they have had only similar experience. Thus, while they still seem to gain much from direct experience, they also can benefit from and become highly involved with experiences vicariously felt.

They are more verbal and articulate than younger children. They are more able to come to conclusions about a problem without having to act it out. They can be more abstract and impersonal, although action and personal experiences are still very close to them.

They are interested in and able to comprehend the world of symbols. They can tell time, read music, a simple map, and words. By now, they have enough control over their language so that they enjoy playing with words, rhyming, punning and twisting meanings.

They want to feel grown up and responsible and competent. They enjoy having a regular responsibility and performing a service. Jobs are eagerly performed. Since much of the evidence of their "grownup-ness" lies in their ability to compare well with their peers in the achievement of the skills, seven year-olds are both eager and apprehensive about beginning these

skills. Naturally, there are reversions to more infantile behavior - aggressive, defiant outbursts and loss of control - but for the child who has no strong conflict about growing up, this is an eagerly awaited and immensely satisfying time.

SECTION IV: THE CHILDREN

Now let us meet the children in a group of 7's.

The Girls

Sally, who has been in the school since the 4's group, lives with her parents and ten year-old brother in an apartment on Bleecker Street in the Village. Her father writes for television and her mother recently began to work in the City and Country library. There is some domestic help at home. Sally is surrounded by a large and literary family. Summers have been spent in Europe, California and Connecticut. Her after-school activities include ballet lessons, swimming at the local pool, roller skating in Washington Square Park, watching television and playing with her special school friends.

Sally is a sturdy, but feminine little girl, pretty and well developed, with very good small muscle coordination.

Coming from an intellectual family and trying to compete with her "literary" older brother, Sally is determined to be an expert reader. She is very popular and influential with other children. Wielding this power occupies much of her energy. She is alternately critical of others, and accepting of them. She is much sought after because she is not inflexible, knows when to stop managing and combines her ability and strength with charm.

Louise lives with her mother, stepfather, younger brother and two older stepsisters in a house on Bank Street in the Village. Both her brother and stepsisters attend City and Country. Her parents' divorce has been provided with an apparently satisfactory justification: "My mother had to divorce my father so that my stepsisters (motherless) could have a mother." Louise has resolved her conflict about her family loyalties by voluntarily adopting the surname of her stepfather. The latter is in the publishing business and is assisted by Louise's mother.

Louise goes to Sunday School, attends children's art classes at the Museum of Modern Art, visits with her school friends at their homes or hers. She spends much time with her 11 year-old stepsister and the family as a whole does a great deal together, including travelling. They have no television set. There is part-time domestic help.

Louise has a strong, sturdy body, a serious face and excellent small muscle control. She works with intensity and a high degree of organization and independence. She is highly creative with paints, crayons and any other art materials available.

Louise is well liked by the other children. She and Sally are "best friends!"

Kathy lives with her parents in a very small apartment on Barrow Street in the Village. She has a very pretty, charming, younger sister who also attends City and Country. Her mother taught for a while in the School. Her father, a writer, works for The New Yorker magazine. There is no domestic help at home. Summers are usually spent in Connecticut. Kathy has no fixed, after-school activities, and family excursions and outings are rare. There is no television set in her home.

Kathy is a slight girl, not as physically energetic or skillful as Louise or Sally. She has a shy, withdrawn stance, hanging her head and slumping her body. She keeps aloof from adults, but with her peers she can be gay and animated.

Kathy seems generally dissatisfied with herself and with her own products. She tears up drawings, gives away clay objects she has made, crosses out a great deal and erases, etc. She takes criticism and commands from other children with solemn agreement.

Kathy is anxious to keep up with Louise and Sally in all areas. She does not seem to have strong preferences of her own. On occasions when she has been excluded by either Sally or Louise, she is at a loss, trying to win her way back into the little group rather than seeking out other friends. She can also be very empathetic, at times, toward those she feels need help or comforting.

Nan lives in an apartment house in Gramercy Park, and only child. Her father is a television producer and her mother does occasional acting in television. They have a country home in Connecticut in which they spend some weekends during the winter and each summer, where Nan goes to day camp. They have full time domestic help.

Two dogs and a television set provide most of Nan's companionship. After school she does not socialize with others in the group because her parents find such activities inconvenient. There are few young children in her apartment building. She is a lonely child.

Nan entered City and Country at the age of five. A thin, lanky girl, she walks as though she were carrying a huge weight on her shoulders. The constant fatigue and hunger she exhibits are expressions of the emotional deprivations she feels. She is constantly seeking affection from and physical contact with any available adult.

Nan has a vivid imagination and fantasy life, some of it borrowed directly from television, much of it seems original. She has a great love of horses and dogs. Insects and caterpillars receive her empathy.

Nan is hesitant and fearful about learning new skills. Because of her attitude, she tends to isolate herself from group activities, doing only what she feels she can perform successfully. She has found one friend, Meg, who shares her fears. With other children, her pattern is one of provocation to attack, followed by hurt withdrawal on her part and recourse to adult comfort.

Meg lives in Peter Cooper Village with her parents and a new baby sister. Her father is a doctor and her mother has not worked outside the home. They have no maid. Summers and some vacations are spent with the grandparents in Westchester. In the afternoon, Meg plays with neighboring children and watches television.

Meg entered City and Country in the 3's group. She is a round, heavy girl with blond hair, usually hanging loosely about her babyish face. She is the youngest in the group and shows less self-control and motivation for learning skills and becoming independent than others in the group.

Meg's interest in animals and her fear of skills have won her Nan's interest, but have also lowered her status as far as the rest of the group is concerned. They think of her as a "baby" and indeed, Meg likes to consider herself one also. She seemed particularly upset when her baby sister was born and wanted to play "house" in yard. She always chose to be the baby.

She likes to dictate stories in which wild horses who cannot be tamed are the heroes.

The Boys

Jimmy's family occupies a spacious house on Charles Street. Jimmy is the youngest of four children, all of whom attend City and Country. Jimmy's father is a busy lawyer and his mother is a social worker. There is a full-time maid. The family spends little time together as a unit. The children eat separately from their parents. Jimmy does not seem particularly attached to any of his siblings.

After school he watches television, practices riding his bicycle and visits with school friends. His summers are usually spent in the city.

He is well liked by the group. He is good at sports, has a quick sense of humour and adventure. He does not accept adult imposed limits easily.

Jimmy is a thin, wiry boy with pale coloring. He often looks both tense and fatigued. He bites on his nails and chews his pencils habitually. Jimmy is eager to read and write and his attention span is long for these activities.

His best friend is Eugene. He wants to be with him constantly, even when they compete, albeit in a friendly manner, with each other. He will have little to do with the girls, except to tease them or draw derogatory pictures of them. He speaks negatively about his two older sisters.

Eugene lives with his mother and father in a small apartment on East 12th Street. His father, an older man, is a university professor and his mother writes for a fashion magazine. He is an only child. He is one of the few children who walk to school by himself. Since his mother is so busy, Eugene spends more time with his father. Summers are spent by father and son on a boat.

Like his parents, Eugene is rather reserved and proper. He is always neat and clean. He holds his body stiffly and holds a serious expression on his handsome face.

Eugene's attitude toward learning is one of eagerness and his use of materials is methodical and thorough. He is enthusiastic about reading and especially good at numbers. He will paint only rarely. He likes games of skill, although he is not as able as Jimmy to kick or hit a ball. The two boys spend much time in and out of school together. Their friendship is based on their admiration for different qualities in the other.

Eugene does not watch television unless he is visiting with a friend. After school, he often plays with his trains and boats or visits with school friends. He is quite self-reliant and able to spend afternoons playing alone.

This is his fifth year at City and Country. He has always been evaluated as a cooperative child in a group.

Charles lives with his parents and a new baby brother in a small apartment on West 15th Street. His father teaches drama, does some off-Broadway directing and has been active in summer stock for the past few seasons. The family accompanies him to his summer job and Charles has had small roles in several plays. His mother does not work and they have no domestic help.

After school, Charles practices the piano, often sits in on his father's rehearsals, plays with neighboring children and watches television.

He is a short boy, with an open, cheerful face. He gives a poised and un-childlike impression. He often walks with a swagger and his talk is sophisticated. Charles manages not to get involved in physical tangles of any kind. Rather, he talks his way out of a disagreement. He is very concerned with social justice - making rules and being fair. He is well liked by the boys and girls.

Charles becomes easily distracted from involvement with materials. His language skills are fluent, in fact he taught himself to read during the summer. He likes to write long, involved stories which are full of action and drama. He will not paint, but he will draw picture stories, mainly about contests and wars.

Billy is a tall, pale boy who wears cowboy shirts and boots. A big watch sits on his wrist. A rabbit's foot dangles from his belt and as he walks you can hear the jingle of his collection of bottle caps in his dungarees pocket.

Billy lives in Gramercy Park with his parents. His father is a businessman and his mother is a decorator. Billy is the only child. Billy spends long winter vacations in Florida and summers in New Jersey. Last summer Billy went to camp. There is a full time maid at home.

This is Billy's second year at City and Country. He has been to two other schools, but his parents were dissatisfied with both. They are not certain if Billy will be happy at City and Country.

When Billy returns home on the school bus, there are few children for him to play with. He watches television a great deal.

Billy is still feeling his way with the group. They accept him, but he has no special friend. He works alone, sometimes seeking out Nan, who lives near him. He does not join the boys' games too eagerly.

Billy becomes completely engrossed with what he is doing. He relinquishes an activity with difficulty and is fearful about attempting new ones. He is anxious about reading.

Alan is spending his first year at City and Country. After P.S. 40, he is bewildered by this new environment. He watches the others a great deal. He is a thin, restless boy who hunches his shoulders, eats little and moves quickly and nervously about. He has a short attention span and is unable to become absorbed in an activity.

Alan lives in Stuyvesant Town. His father is in business, his mother does not work. They have part time domestic help. His sister, 3, goes to a nearby nursery school. His parents worry about his eating habits.

On weekends, Alan's father takes him to an athletic club where they swim and play handball. The family spends the summer in the country where Alan goes to a day camp. After school, he plays with other children in Stuyvesant Town. He watches some television before he goes to bed.

The boys admire Alan's athletic ability, but they join the girls to criticize him for his finicky eating pattern and his nervous twitchings.

Alan is slowly learning to use the materials which are made available to him. He can read, but does so hurriedly and eager to get to the end. He likes to do numbers because they are so satisfying and he does them well. Rhythms is his favorite activity because it allows him some release of body tensions.

SECTION V: THE PROGRAM * GOALS AND METHODS

Any program for children in school is determined very largely by the values and goals of the school, the teachers, the parents, and the children; these should be touched upon at the outset.

The school expectation at this age level is based upon what the child can derive from a study of the immediate environment - the "Here and Now". The teacher's specific program aims to help these children feel more related to the city in which they live. They will know more about how it functions and will be able to get around it with increasingly skill. Their understanding of their city will extend to an awareness that man adapts to his environment, using his ingenuity to make life more comfortable and pleasant: he cooperates to make life more civilized. Within this framework, the basic academic skills are introduced. It is expected that the creative aspects of the program will not be lessened with this introduction of academics, but that the children will have a sense of accomplishment as to reading, writing, number and art skills.

The prime concern of the parents is the child's progress with reading. They are also interested in his social skills; they wish to see their child well behaved and well liked.

The child himself has a goal (even though it may be unconscious): the control of his impulses. He has a conscious goal, that of mastery of certain skills. Above all, he wishes to be good - behavior-wise and achievement-wise.

At least one area of conflict is anticipated: the parents' (and therefore the child's) anxiety about reading achievement runs counter to the school's more relaxed attitude that the child will read when he is thoroughly ready. Attempts to resolve this and any other conflicts are made within the context of frequent parent-teacher conferences and group meetings at which the school philosophy is made clear.

It is the task of the teacher to create and atmosphere in the classroom within which progress toward these goals can take place. The classroom, therefore, becomes a workroom; the children learn through active involvement with materials and with others. The role of the teacher is to stimulate children to do their own thinking and working by providing appropriate experiences, and materials. Her approach to the group is non-authoritarian, but firm, understanding and orderly. A cooperative, rather than competitive feeling among the children is predicated as the basis for achieving the curriculum goals.

While these are the goals and general principles

for the total curriculum, within this, each area of the program has specific purposes and methods.

Social Studies

The over-all end of the social studies program is an understanding of how geography influences the community's way of life. Specifically concerned with New York City, these areas are emphasized: 1) How urban population density creates demands for many specialized services. (Police, Fire, Sanitation, etc.) 2) New York as an island: access to the mainland, transportation of people and necessities of life.

The primary tools for this study are trips, the children's own observations and experiences, and the use of blocks to reconstruct their learning. Books are used to supplement information from first-hand experiences gained on trips and where trips are impossible to take.

Many neighborhood trips are taken to observe the construction and demolition going on in the areas around school. Trips to the nearby Hudson River and to stores are easily made. Subways are used to go to the Battery, the bridges and the Fulton Fish Market. Parents are enlisted to transport the group to the airports, the Little Red Lighthouse and Inwood Park. Trips to factories are limited by insurance and policy regulations of the factories.

Blocks are considered a good material for this program because children at this age still feel a sense of power and satisfaction in constructing with them. They are flexible and yet have definite physical limits; they can be used in many different and imaginative ways, leaving freedom for individual interests. While they are a tool for learning, they are also social play materials.

Science

Some of the major aims of the science program are 1) to help children see how their complex physical environment protects and threatens them. 2) to take away much of the mystery of what they see around them and 3) to develop some sort of scientific attitude, i.e., to learn to investigate, experiment and question rather than take things for granted. Science as part of the total program appears as another discipline and another language with which to understand the world.

With the aid of a science specialist, the science program becomes closely tied to the social studies program. The 7's have the use of the science room for two hours a week for work on special projects. At the start of the year, the science specialist and the teacher confer and try to anticipate what science concepts and experiences are likely to be relevant

to the social studies and most interesting to the group. The first project decided upon is a study of electricity. In the block room batteries, wires, screwdrivers, bulbs and buzzers are made available and with the help of the science teacher they are attached to buildings and used. In the science room a battery is taken apart and the elements investigated; this develops into a study of magnetism. Magnets are obtained and the relationship between magnetism and electricity is demonstrated. When the group is involved in a study of maps, the science specialist makes compasses with the group, using cork, needles and small pans of water. The science teacher's help is asked to deepen the group's understanding of the effect of heat on materials. The children heat glass and metals, using bunsen burners, in the science room. They now understand why sidewalks and bridges are built with spaces that allow for expansion and contraction. The specialist's skills are used in studying the weather. He accompanies the group on a trip to the weather station at LaGuardia airport.

To supplement the science room experiences, simple experiments are done in the room as the need arises. Such books as Rocks, Rivers and the Changing Earth contain suggestions for simple experiments done with sponges, water, dirt, and a glass jar.

Basic Tool Skills: Reading

The goals of the reading program are to insure that each child reaches a certain proficiency in reading and at least that of a first grade primer - and that each child feel that reading is for a purpose - whether it be to read a menu, to find out something or to enjoy a good story. Above all, reading can be mastered and it offers pleasure and understanding.

The tools by which these aims are to be achieved are many. For the beginning reader, the sight method is advocated by the school's librarian and remedial teacher. Phonics are introduced later.

Reading becomes a part of the whole program. Job charts, labels, shopping lists, signs for the block room, trips plans and stories - all need to be read by the children. The trip stories are printed for the 7's by the 11's group and used as experiential reading material. Individual stories are dictated and read. Science experiments are written and recipes used in cooking are compiled.

While half of the group is at shop, the other half has an hour of reading in the room. Words and sentences are matched, block room events are dictated and written, the letters are identified and written. Later in the year, pre-primers and primers are read. After the winter vacation, those who are able to read independently read at the library for twenty minutes to a half hour. At the library they read quietly, raising their hands

when a new word is needed. Some of the favorites include A Home for Sandy, the Mickey Mouse primers, the Blaze series and The Cat in the Hat.

Reading to the children takes a prominent place in the program. Rest is the time for reading stories and poems. Books that offer information related to the social studies and science parts of the program are read in the room. The rest books are carefully chosen with the aim of helping the children appreciate good books, lengthening their attention span, widening their experiences, improving their language and vocabulary and having an experience together.

Writing and Talking

The children are also encouraged to write and tell their own ideas and experiences and to exercise their imaginations in story or poetry form. Many stories are written throughout the year. They are factual accounts of family trips, the habits of a pet or a friend. Others are animal stories, imaginative and fantastic.

These particular children need no special encouragement to write stories or talk about their experiences. Instead, they need to learn to listen to others and to express themselves clearly and vividly.

They are helped to form the letters of the alphabet

correctly so that by the end of the year they can write with some clarity and facility. Spelling is not formally taught as this would involve phonics. Copying and tracing are the techniques used to teach writing. Writing is used functionally as much as possible - to make absent cards, shopping lists, print signs and price tags for the block schemes and for writing stories and notes. Some use of punctuation is taught. Success with writing depends upon the amount of small muscle control that each child has and the amount of practice he is given.

Number skills

In the arithmetic program, the emphasis is on relationships and meanings of numbers in addition to the learning of simple number facts. The aim is for the child to learn to solve number problems which he actually meets. These involve the ability to add and subtract both one and two-place numbers, read numbers, count and measure. Each child is encouraged to find his own way to solve number problems.

In the 7's, there are real needs for number skills. For all group supplies, a group allowance of \$13 a month is given by the school for purchases to be made at the IV's Store and at the VIII's Post Office. A record of money spent and received is kept by the group

with the help of the teacher. In the block room, play money is used to make purchases at the play store or to save money at the play bank.

Three half-hours a week are set aside for number work. Money and colored cubes are the manipulative materials most used. Bundles of sticks are used to teach the concept of ten and of converting. Mimeographed sheets with the basic addition and subtraction facts are used profusely. Games are played and scores are kept.

Play

Play occupies a special place in City and Country thinking. It is felt that, through play, which is a natural medium for the child, the child "tries out" different roles, thereby learning something about the adult world, about himself and about his peers.

At 7, the play program, both indoors and outdoors, serves as a way for the child to deepen his physical and social skills. He learns not only how to catch a ball, but how to be a member of a functioning group. The daily hour of outside play is divided into a half hour of "free play" and a half hour for a group game. The boys prefer variations of ball games. The girls prefer chasing and dramatic games.

Block play and dramatics are intended to further the development of the whole program and the whole child.

Art

There is no formal presentation of an art program in the 7's group. Rather, materials are made readily available and three hours during the week are used in which children are free to paint, draw or color. Often, trips are used as direct stimulation for pictures and large murals. Maps and scenery-making are integrated with other parts of the program.

It is hoped that each child will find some creative personal medium for self-expression; that he will become able to use space, color and form to express what he feels and sees in himself and in the world around him.

Techniques in the use of paper maché to make puppets are taught and the puppets are used in the block theatre. Collage materials are presented and used in varying ways.

In almost all of the children there is an attempt at representation. They paint and draw houses, animals, people. They are conventional in their use of color. Trees are always green and skies are always blue. No direct teaching of drawing is given. Each child is helped, if he desires it, to find a way that is most satisfactory to him.

The Specials

The aim of the music program is to train the ear of the child and provide some emotional release

through singing and making up songs. In addition, the children are to learn some theory, the use of percussive instruments and to gain some music reading skills. Music is only rarely integrated with the 7's program.

Rhythms is intended to train the body, to involve the whole child in dramatic and expressive movement to music. Some social studies learnings are acted out in rhythms by the group.

In shop, the children learn the use of shop tools. They increase their ability to work long and hard at a difficult material. They are encouraged to work as independently as possible. An attempt is made to integrate shop with the social studies program. Bridges, boats, trucks, buildings, planes, etc. are made in the shop and used in the block scheme. Children are also permitted to make things in shop which have no relation to the block scheme.

In clay the children learn how to mould clay and how to use the potter's wheel. There is no pressure for productivity; a purely sensual experience may be had. Most of the children make bowls, small animals and ashtrays. It is only rarely that clay is related to the social studies program. Few items made in clay find their way back to the block room.

While some cooking is done in the room on a hot plate, the school lunch room is used to make bread, cookies, cake, custards, etc. with the 7's group. The fun of cooking and its practical value is emphasized.

SECTION VI: THE PROGRAM IN ACTION

The problem for this block scheme was how to transport food to the city. After trips to the Brooklyn Bridge and the George Washington Bridge and two days of building and discussion, the following scheme evolved. (See diagram.)

It is Wednesday, 9:15 A.M.

Nan goes over the George Washington Bridge with a truck full of milk cans. Jimmy demands that she pay a toll. Nan shrugs her shoulders and says, "You didn't charge Billy - that's no fair." Jimmy insists, and pushes her truck off the bridge. She replaces it, he shoves her off balance and Nan comes crying to me. I put my arm around her and start toward the other room with her. Charles, who had been observing all this, says, "Let's have a trial! Let's put Nan in jail!" He rubs his hands together playfully. I interrupt that they may not have a trial unless there are laws that are broken and we have no laws about paying tolls. Charles says, "Well then, let's make some."

The group adjourns to the next room where everyone agrees that the law is "You must pay 5¢ toll to cross the bridge." I write this on the board and suggest that the ll's might print our laws for us.

Eugene asks: "But what if you don't have any money?"

Charles: "Then you can't cross the bridge. You have no

business trying to cross a bridge if you haven't even got 5¢."

Sally, turning to Nan, says that the bank will lend her the money.

Nan: (Not really interested) "Sure, but how'm I gonna pay it back?"

Sally: "Well, Billy should pay you for the milk and Charles should pay him and we'll buy it from Charles."

Nan: "O.K."

Jimmy: "Yeah, but what if she has the money and won't pay?"

Charles: "Then she has to go to jail."

I ask if that will teach her to obey the law.

Everyone says yes. Nan shrugs her shoulders.

Douise adds: "If she goes to jail, she'll learn not to do it any more."

"Does jail teach her anything?" I ask.

Charles says, "Well, it sorta teaches people not to break laws, but criminals don't learn. They just keep going back to jail."

I remind them that Nan is not a criminal, that there was no law about the tolls.

Eugene: "We'll let her off easy if she promises that she'll pay us on the way back. O.K. Jim?"

Jimmy agrees. Eugene asks Nan if she promises. Nan promises.

It is the next day, same time.

Sally, Louise and Kathy go straight to their houses. They are cutting up pieces of material and making bedspreads for their wedgie people. Nan and Meg are re-arranging their animals on the farm. They are making reins for the horses out of string.

Billy goes over the bridge with a truck to the farm.

"C'mon, Nan, where's that milk you promised?"

Meg answers: "We're too busy, Billy. Our horses are sick and we don't have no time to milk the cows. You can have them. We're tired of milking those old things anyways."

Billy: "C'mon Nan, you promised."

Nan: " You heard her, didn't ya? Now take those cows and scram!"

Sally walks over to the farm. "You know, Nan, our babies need milk or else they'll die. Louise and Kathy join the group and agree with Sally, but Nan and Meg will not be moved. They pay no attention.

"They aren't real babies anyways," says Meg.

Billy does not want to take the cows. Charles and Jimmy have got their wedgies fighting. Eugene is fixing the bridge. Alan is watching. Billy goes back to his dairy and pushes his trucks up the ramp. Sally, Kathy and Louise are now making curtains. Meg and Nan have their horses galloping around the farm.

It is Friday, the same time. Discussion.

Today there is little enthusiasm to go into the block room. Nan and Meg have given up selling milk to the dairy and no one else wants to run a farm.

I begin the discussion by asking Sally about her bank. She has nothing to do, she says, there is no business. I suggest we go around the corner to look at the bank on 14th Street and Seventh Avenue to see how they kept busy. Nan and Meg want to fix up their farm, so they stay behind with a student teacher and the rest of the group walk to the bank. We go inside and there is little to see. The manager offers to show us the vault downstairs and explains the alarm system. This intrigues them.

When we return, Charles and Eugene want to set up an alarm. Sally says she'd rather have a policeman watching the bank. Jimmy wants to have an alarm system for the toll station and suggests that he and Eugene make one together. Eugene agrees. Charles wants to join them, but Jimmy balks. He doesn't want Charles working with them. Charles insists that it's not fair - since it was his idea. Eugene turns to Jimmy. "Let him," he asks, but Jimmy is firm.

Jimmy and Eugene get the electrical equipment and begin working with it. Charles asks Sally if she will let him be the policeman for her bank and

It is 10 o'clock. Half of the group has gone to shop and half is in the room for reading. The previous week the group dictated a story about their trip to the Brooklyn Bridge. This is the story:

We went to the Brooklyn Bridge.

We walked from Manhattan to Brooklyn.

We walked over the East River.

It was scary.

The story was first written on the board, then on a large oaktag sheet of paper. Copies for each child were printed by the 11's group. Extra copies were cut into sentence strips.

Today, the stories and strips are distributed and the group is matching the strips with the story and then reading it. After the whole story is put together Sally and Louise read it easily. Billy guesses, relying on his memory. Jimmy can read some of it. Meg will not try.

It is 10:30. I suggest that everyone who is going to patronize the bank should have a bank book to keep track of their money. They get paper, cut it up and staple little books together. They copy the words Bank Book from the board. Inside the book, they label the pages "Deposit" and "Withdrawals" after we discuss what they mean. Sally and Louise say they don't have to

do this because they run the bank. They would rather read their pre-primers instead. While they are reading, Billy, Meg and Jimmy laboriously print the letters. Billy and Jimmy finish quickly. They also get their books eagerly. Billy sits staring at his. He will not read aloud to me. While he had been reading yesterday, Jimmy said Billy was reading an easy book and Billy became discouraged and stopped. Meg will not accept the book I give her to read. She wants the one about horses which is too difficult. She wants to sit and look at the pictures. I suggest we write one about horses which she can read. She agrees to dictate a story to me, but adds, " And don't think I'm gonna read it either."

It is 2 o'clock.

The girls are painting at the easels and on the floor.

The boys are all sitting around one table, drawing.

They are making rockets, superman, pirates and the excitement is getting loud.

I join them, sitting next to Jimmy. I talk about their drawings with them. The conversation leads to television and I ask them which programs are their favorites. As they name them, I begin making a list. They are curious and Alan asks the reason for this. I answer that I am interested in what they do. Jimmy looks surprised.

We talk about some of the sponsors. They describe the commercials and sing them for me. I write the words "Dog Food" to show them that they could read some of the words they see on the screen. Jimmy asks me to make a copy of the words for him so that he can take it home and watch for them on television.

It is 11 o'clock. Half the group is in music, the other half is in the room for numbers.

Charles is the shopper today and after looking at our supply of absent cards and C & C stamps, he gets the money box, counts out the correct amount of money he will need and goes off to the Post Office.

I pass out mimeographed addition fact-sheets to the others. Nan says, "Oh no, I'm not doin' this stuff." She begins to draw on the paper. Alan rubs his hands together in glee. "Oh boy, I'm good at this." Eugene takes his and immediately gets to work. Kathy is still sharpening her pencil. She looks around, undecided where to sit. She chooses the chair next to Nan. She also begins to draw on her paper. They both giggle and joke.

In five minutes, Eugene is finished. Alan finishes almost immediately after. They ask for another one - harder this time. I give them one with two-column addition and they get to work again. Nan and Kathy are still fooling. Putting them at separate tables does not help.

At 11:20 it is time to clean up and get ready for lunch at 11:30. Eugene and Alan have completed their second sheet. Kathy and Nan have done none of theirs. Charles has returned from the Post Office and is entering his purchases into the account book.

Plans for Monday

9-9:15 Chose lunch tables for the week. Job routines. Since it is Monday and the group is usually restless and eager to begin working in the block room, dispense with any discussion. If Jimmy does steal the money in the bank, there will probably be a call for a trial so we shall probably have to make a law about robbing banks. If there is a trial, we will need two lawyers, a jury, and I can be judge. If Jimmy does not rob the bank then the interest in the alarm systems may go on.

10:00 Before half of the group goes to shop, find out what they are working on. Suggest traffic signs, a bridge, or docks for those without ideas. Charles needs to be encouraged to continue on the bridge he began last week. Speak to shop teacher before school.

10:00 Half of the group for reading. If there is a bank robbery, we can write a story about it and the trial, if there is one. Perhaps make a special newspaper edition. Use the office mimeograph machine. How to involve Nan in this? See if she will draw a picture of the bank or the robbery for the paper.

10:30 Practice making letters l, h, and b. They all begin the same way, at the top and come down. Think of short words using these letters. (lunch, hat, baby, bank, book)

11:00 Half of the group goes to music. The other half has numbers. Review concepts of tens and units. Use bundles of sticks. Call out numbers and have them write them in two columns, one for 10's and one for units.

11:30 Lunch

12 Rest. Coloring for a half hour. Read Charlotte's Web.

1:00 Yard. Game of Steal the Bacon.

2:00 Half the group goes to Science. Those who want to set up an alarm system can do it in the science room with the science teacher's help.

The other half of the group may paint in the room.

2:45 Clean-up. Get ready to go home.

SECTION VII: SUMMARY, COMMENTS, AND QUESTIONS

I would like to discuss the program as outlined above in terms of the extent to which it meets the goals set forth earlier, and in terms of the satisfactions it gives, and of the demands it makes upon both children and teachers. How does a teacher implement this program to help children meet their need to feel industrious, independent, and law-abiding?

If we look at the program in action, we can see that its strength lies in the fact that the initial goal of active participation rather than passive intake of information was achieved to a great extent. In the excerpt about paying the bridge toll there was real excitement on the part of the children as they became involved in making up a law; there was a strong dependence on each other throughout the entire episode, which evolved from their interplay. Their independence from adults in the environment and from any written authority was obvious. The concepts of justice and cooperation were explored and acted upon. We can believe that this process of interdependence and independence, while fostering the children's growth in learning the ways and means of group behavior, also did a great deal at the same time to reinforce the individuality and creativity of each child. It might also be said that the discipline, reasoning ability, and independence which come from group learning can prepare the child to meet achievement goals which are set before him later on. The attitudes which he gains now - those of being actively involved in a search for learning and a real participation in it through self-motivation - will stand him in good stead in succeeding years, not only at City and Country, but in his future life as well.

This is an example of program at its best. It is not only meeting the goals that the school has set up, but is meeting the needs of the children to feel competent, grown-up, and orderly.

At the same time, however, this program can create considerable

demands on children for energy, spontaneity, and resourcefulness. We may be asking a great deal of them by demanding as much self-sufficiency as a program of this type presupposes. For instance, Meg and Nan, in the excerpt from the record about the cows, are unable to take part in the group process. When they refuse to participate, the block play becomes aimless. We may wonder, too, at this point, whether blocks offer too many possibilities for behavior of this kind (especially to children who are upset), and whether block play is "real" enough for this age group.

We can see that the problem here is one of finding the best balance between the too-open and the too-closed curriculum. We must expect that children will not always meet the challenges which the program poses.

For the teacher as well as for the child, this can be an exciting, creative experience. She follows no rigid lesson plan, but can use her ingenuity and imagination. She is in a better position than many other teachers to know her children well. The discussion with the boys about their favorite television programs is an example in point.

On the other hand, heavy demands are made on the teacher by such a program. The process of integrating everything into one whole can be contrived as well as difficult. The teacher is expected to produce richness instead of chaos by setting up an order and a continuity which, in other schools, might come more directly out of the curriculum. Her plans must be flexible and subject to change if she is to use the children's interests and enthusiasms. She must be continually on the alert to discover and be sensitive to these interests, as well as to introduce materials and trip possibilities into the program. Sometimes she can manage this with ease, as in the trip to the bank; sometimes these opportunities do not offer themselves. In addition, because so much independence is encouraged in the children, the role

of the teacher as an authority is sometimes baffling. The record describing the arithmetic class in which Nan and Kathy refuse to perform the tasks that are set for them and create a little island of disturbance and non-participation in the midst of a working group is an example of such a difficulty. Was this a time for a teacher to step in and assert her authority strongly?

Furthermore, we may raise other questions about the program on the basis of the excerpt about the reading group. How much is gained by delaying the reading program until 7? If a creative program will not suffer with the introduction of skills at 7, would it necessarily do so at 6? Is the tension built up in the parents and in the child a help or a hindrance to success in reading? Is the relaxed attitude on the part of the school of benefit to the child who wants to achieve and who knows that his parents want him to also? When expectations are confusing, may it not encourage children to set up their own, often unrealistically?

It is not only the delayed reading program which sets the City and Country child apart from his peers in other schools; he wears different clothes to school, he does not collect money for the Red Cross, he does not know the Star Spangled Banner or the salute to the flag. Above all, he does not "work" in school as they do; he "plays" a lot more. The line of distinction between these two forms of activity is deliberately not drawn at City and Country; in fact the job program is, in part, designed to make work into play. Play may be considered the creative aspect of work, rather than something opposed to it. The "product" of play is as important as the product of work. This is entirely contrary to the cultural definition of work and play.

The difference in values instilled in these children may be considered a weakness of the program insofar as it makes both

parents and children anxious and defensive about their special school. On the other hand, the values which make for conflict with certain aspects of the prevailing cultural pattern strongly underpin all practical considerations at City and Country and therefore provide the children with a consistent style of life within the school setting. One might ask whether these values and methods are important enough in principle and practice to warrant this period of discomfort and feeling of separateness on the part of the children.

It is my belief that City and Country, in fostering such attitudes and in strengthening the child's tolerance for the discomfort in being different, is performing a valuable service. While the school sets itself and its students apart from certain aspects of the main stream of values, in my opinion, it is offering them a style of life which is valid not only within the school, but in the larger world where pressures toward conformity and non-creativity are very strong.

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