

We Learn by Living

The enthusiasm with which children discuss "unusual" activities—such as projects, clubs, and parties—indicates that students learn when school experience is built around life situations

Young people are enthusiastic about clubs, plays, athletics, and similar activities. High school boys and girls realize the importance of social development. They seem to find opportunity for such development more frequently in extra-curricular activities than in the classrooms. This should give us pause.

IN HIGH SCHOOL we are educated not only by books, tests, and the like but by human relations in our clubs and organizations of many varieties.

Trying out for parts in plays is a real thrill; sometimes we get the part, and sometimes we don't. It's all in the game. I remember the night I was initiated into Thespians—our dramatic club—and how I ate lard and peanut butter and dressed in a costume that was thoroughly embarrassing.

• By going out for football I had the privilege of meeting several fine fellows and playing under the guidance of two of the most helpful and smartest coaches in California. I say this in all sincerity because I have never played with a group of boys who showed truer friendship and who worked together so much as a unit to try and make their season a successful one.

Also, I have never played under coaches who were always so willing to help you. Boys always have more respect for a coach whom they know is ready to listen to their difficulties and who is understanding in all types of problems.

Making Life Worthwhile

• School life is lightened considerably by plays and assemblies. My participation in these activities has enriched my life here immensely. Drama is my main interest, and I shall appraise school from this viewpoint.

In spite of the fact that my course at school, which happens to be college preparatory, has not included, or, that is, been able to include, dramatics and speech, such clubs as Thespians, Junior Speakers, and the school's annual plays have enabled me, and those students interested in acting, to enjoy taking part in these clubs. A spark was struck in the dullness of school work, and the labor thereof, when I was given a semi-lead in last year's school play. I really looked forward to coming to school to practice activity periods, and staying afterwards to rehearsals. It pleased me to such an extent that I found myself actually smiling in the English and economics classes.

The little things—small speeches in class and skits at assemblies—have made my school life attractive and important. It has made those courses I disliked so terribly less difficult to endure. It's the things you like to do that makes school fun and worthwhile.

• Because of an accident, I had to spend the first semester of high school at home with a home teacher. When at last I went to school again, I was lonely and felt left out. I had not regained my full

health and, therefore, could not accept dates, go to dances, or attend parties.

My homework soon became a burden, and I didn't care whether I did it or whether I even came to school.

I finally went to the Dean of Girls and had a short talk with her. She told me about Girls' League and the committees which I could join. I did what she recommended, and soon I found myself happier. I had met many new friends; I had found a new interest in school; and soon I felt that I, too, was having a regular high school life.

- Studies are a great deal of school, but by no means all of it. Outside activities such as trips to points of interest near our town or sport trips for good sport competition are important, and without social activities, this school wouldn't be worth attending.

We Have Ideas

- There are not enough school parties, dances, and so forth. Of course, clikky clubs and different school organizations entertain themselves, but I mean big class get-togethers such as other schools have. We have a beautiful patio for dances, and extremely fine auditorium for plays and amateur shows—why don't we use them to their fullest advantage?

- In high school we are at or get to the age where school equals boredom. We all want something different to do besides the same schedule day in, day out. Maybe some day something will be done about this—after the war. Many expectations of school social life have been affected by the war. Our activities seem limited to just dances and more dances. What's wrong with starting a bowling club or the like for those of

us who don't care to any extent for dancing?

We Could Remedy Juvenile Delinquency

- A problem that is prevalent all over the United States is that of juvenile delinquency. I think that the high schools could help remedy this.

Our high school, in combination with others of the city, is sponsoring a dance every Friday night at the Civic Auditorium. I think the idea is very good; but what about the other nights of the week? Children are left at home many nights of the week by themselves. Parents are either away or working. If the students, through the school, could be able to plan things to do during the week, it would keep them from going to undesirable places. There are many activities that could be sponsored. A regular play night would be one solution to the problem. At that time, we could play badminton, ping pong, and other recreational games.

Learning by Doing

- I have always been particularly thankful for two courses, oral English and typing, which I took in junior high.

Before taking oral English, the thought of giving an oral book report or speaking in front of the class made me very frightened. My teacher let us give our recitations as many as five times; naturally our fright would soon disappear and confidence was restored. From that time forth being on panels, in plays, and giving spontaneous speeches was fun. Everyone was my friend, and taking part in class discussions brought new interest and better grades.

Typing has been invaluable to me as my themes have become readable and much time has been saved. Typing is also the basic requirement for many jobs such as working in a department store or for a professional man. Even with one year of typing, I have earned money in the office where I usually work as a salesperson. (*High School*)

• I enjoy my work in home economics mostly because of the way each lesson was planned out. Our class was grouped in a family. On each Monday, Wednesday, and Friday a family group went into the practice apartment, a very neat, restful and quiet homelike place. Young girls can see what their own home lives will be like in the future. Being able to cook or prepare a full meal and having the opportunity to clean up in a homely fashion teaches the girls the responsibilities they will have. (*Eighth Grade*)

• Young people should be taught the essentials for group living. Democracy to be learned must be lived. Children must be given responsibilities to learn self-control, self-direction, and cooperative action. (*High School*)

• The rural children need more equip-

ment to work with. For example, workshops, canneries, and more experiences that would help them to be better farmers. (*Seventh Grade*)

• As we discussed classes, our group decided the core class was the most helpful. This class encourages you to express your opinions more freely. The students participate in making all decisions concerning the class, both as to what is done and how it is done. (*Eleventh Grade*)

• I think there should be a larger and better-equipped laboratory. Each pupil should have the chance to carry out each chemistry experiment himself and not have to stand and peep over somebody else's shoulder and watch one or two work an experiment. (*High School*)

• Writing to soldiers kind of makes you understand them. I like this kind of letter-writing. It's not that stiff formal kind you get from textbooks. (*Fifth Grade*)

• Experience with others is something that cannot be acquired from a book. Learning through actual experience is much more complete than just reading about someone else's. (*High School*)

Bibliography on Elementary Education

The 1944 edition of this bibliography which so many educators have found helpful in the past is now ready for distribution. Walter A. Anderson of the University of Montana and E. T. McSwain and Helene Vail of Northwestern University have listed 450 recent books on elementary education and related fields, organized for easy reference. Mimeographed. 25 cents.

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