

to make the child the true starting point for the teacher.

The impact of the Training College on the schools has been freshening and quickening—not only because features of students' work have been adopted by many teachers but also because the prospect of visits from students and their tutors tend to make even the most complacent teachers more aware of their work and of the children they teach, adding zest to what has perhaps become commonplace.

Alive Persons Succeed in Teaching

At the end of the course it is quite

apparent that the students have increased their powers as persons. They are aware of many new problems, of unsuspected abilities, and of more varied ways of gaining enjoyment, accompanied by a determination that their growth and development should go on.

The most successful teachers among our students have been those who are most alive as persons. It would seem that, whereas a training college must train its students in the techniques and skills of teaching, this alone is not enough. Knowledge of living as a full, rich experience is one of the first attributes in a successful teacher.

Developing Dynamic Teachers

MARGARET LINDSEY

What experiences did you have in college which especially contributed to your ability as a teacher? Margaret Lindsey, coordinator of teacher education, Indiana State Teachers College, Terre Haute, takes some entries from a beginning teacher's diary to answer this question and to illustrate the *real* experiences so necessary in pre-service training.

AS AN INTERN TEACHER in an elementary school in a small midwestern city, Janet Dunn impressed the personnel working with her as being a beginning teacher of unusual promise. When a supervisor from her college came to observe her work in October, Janet, the principal, the elementary supervisor, and the college instructor joined in a discussion of the neophyte's progress. All agreed that she had adjusted quickly to the new situation, had unusual professional zeal, and had promise of becoming a superior teacher.

What experiences, the principal asked, had she had in her college training which contributed to her ability to understand children, her exploratory thinking on curriculum problems, her interest in growing as a person and as a teacher, her interest in and ability to comprehend social problems, and her skill in working cooperatively with children and colleagues?

Briefly Janet mentioned some of the activities which had been of most consequence, adding that if he really wanted to know she would check her

college diary and list the experiences most beneficial in her internship.

In her room that night, Janet noted these entries from the first semesters of her freshman and senior years.

Dear Diary—

September 23. Mother, Dad, and I went to the orientation tea this afternoon. Prof. Bond was so interested in talking with Dad about our farm. I feel as though I'd known Miss Rich for a long time. She asked me to come over tomorrow and have a chat. I wonder if all freshmen are as lucky as I am in their advisors? Really thought I'd be lonesome tonite when Mother and Dad left, but I already feel I belong here.

Sept. 25. Whew! It's been a big day—two exams and my physical. Can hardly wait for my conference with Miss Rich to get those test results. They said the purpose of the English test was to discover where each person needed help and that we would get *individual* help. Don't see how they can do it, but it sounds smart. Why should I have to take a year to review high school grammar? I think I know that stuff, but I know I need help in writing themes. It's hard for me to write, and honestly I don't like it, diary!

Sept. 28. I'm very happy tonite. My roommate is a peach and we've had such a good time. I love dancing with Bill. He asked me to go to the Recordings Program in the Student Union tomorrow. I've never had a chance to hear much good music, but I think I'll like it.

October 5. I'm upset! I never heard of a teacher trying to get the students to

help plan a course. And it isn't working. Why doesn't Prof. Bond tell us what to do and we'll do it? I will admit it's wonderful the way he has learned so much about each of us already. He even asked me today what the steel strike would mean to my father's farm business.

Oct. 20. What shall I tell you, diary, of all the things I did today. Went on a trip this morning. We walked miles, and saw so much. I had no idea this town had so many different kinds of people. How some of them live! Tonite I went to a forum on the UN, and I'm going to try to keep up with what's going on in UN hereafter. I've just come from a meeting here in the dorm. Wonder what we'll do about the lounges? Seems as though the dean expects us to solve our own problems.

November 10. Gee, Miss Rich is interesting. In our conference today we went over the things in my personal record. Can't believe they could have so much already. We decided we'd each write a paragraph about me and what I've been doing and put in the record. Isn't it something! I thought I'd never see that file and here I'm going to put things in it, too. It'll be fun to see how I change. Went riding today—so invigorating—I feel swell. Almost forgot that I went to visit Lincoln School. It was fun but I have a lot of questions to ask.

December 20. Our ACE group had a Christmas party for the children at Torner House. I loved seeing those children's eyes when they came in. I'm kinda proud—they seemed to like the story I told them. Wish I knew what

makes Bobby so unhappy, and I don't see why someone can't make Dottie sit still and stop disturbing others.

January 14. Prof. Jensen is so big. I don't know if I could ever do what he did today. We were evaluating our course in basic communication. I did feel that some of the things I did weren't too useful. I think he really meant it when he said the staff was experimenting and wanted to have our help in improving the course. The film in contemporary civilization was surely a good end for a swell course.

September 9. You and I have had a big summer—and here we are back in college. After two months in camp with nine- and ten-year-olds I don't know how I'm going to like getting down to work. But tomorrow Miss Young and I will be busy with the first day of school and thirty children bounding in from vacation. I really got excited when we talked about some of the children we'll have.

October 10. I've neglected you, diary, but so much has happened. Miss Young and I have studied records, visited homes, and had conferences with parents during all of our free time and we have been busy. Then, too, I've had to have some help from Prof. Jones. He's been good to me. He has been over to see us several times and given me help in using films with our group. I like the way Miss Young experiments with ideas, and we always do our planning together. Went to the student council meeting today. How those children can solve problems! The Homecoming

Dance is coming up and I'm going with Bill. Wish I could have a new dress.

November 12. What'll I do? Two months I've tried to win David, and he still acts as though he doesn't like me. I do wonder what's wrong. Wish I could understand him. We're going on an excursion tomorrow and maybe I'll get a chance to talk to him on the way. That faculty meeting was stimulating this afternoon. Surely are differences of opinion among people, and I marvel at the skill Miss Reed has in getting people to express themselves. Felt rather proud when they asked me what I thought, and I'm glad I'm going to the faculty party next week.

December 10. I was worried about our conference today—Miss Young, Miss Reed, Prof. Jones, and I. You know how glad I was for that cup of tea at 3:30. We all agreed I needed more experience in helping children manage small group work. Prof. Jones thinks I should go back to my college class notes on child development and find some help in building better relationships among the children. Miss Reed is right. It would be good if I stayed over the noon hour and ate with the children sometimes.

January 12. Never thought I'd tell you this, diary, but it's true—I don't like to see the end of my student teaching coming. I was happy today when David asked me to help him with an illustration he was doing for a report to the group. I think he really likes me now. Went to the ACE meeting with Miss Young tonite and talked for ten min-

utes about what I'd like teachers to do for me when I get a job the first year. They seemed to like it. Wonder if I'll go to meetings and read magazines the way Miss Young does? Almost have to if you want to keep up, I guess.

Direct Experiences Tell the Story

Janet is the product of an experience curriculum in pre-service teacher education. Those persons who planned and worked with her were concerned that she acquire strong convictions regarding the function of education in America today; that she acquire those attitudes, skills, abilities, and understandings necessary for putting those convictions into action. They were cognizant every step of the way of the importance of Janet's own direct experiences in helping her to formulate her convictions, acquire attitudes, skills, and abilities, and develop understandings.

The college staff members were alert to the dynamic quality of education. They conceived a school program commensurate with what we know today. Accumulated knowledge in human growth and development, in analyses of our society, and in the psychology of learning provide the direction for staff-student planning of experiences. While it may be assumed that part of Janet's college work was devoted to reading and talking about principles and content, it is significant that the diary entries she selected as records of activities most helpful to her were, in most cases, references to direct experiences.

Five Principles Illustrate

Among the advantages Janet had in her college program which made her the

desirable product she was, and caused the principal to raise the question, was the fact that her experiences were cooperatively designed to help her arrive at principles by which to solve problems rather than patterns to be followed. What were these principles made real to her through her direct experience?

That all individuals are different and provisions must be made for those differences. (English test to determine needs of students; counseling procedures designed to plan with and for individuals; variety of learning materials and processes to meet individual needs, interests, and abilities; cooperative planning and evaluation.)

That all people have basic needs which must be met. (Early contacts to establish security; examination to insure physical health; variety of opportunities to establish oneself with peers.)

That every individual reacts as a whole to learning situations and those responsible for guiding learning experiences must understand the whole individual. (Orientation tea where staff personnel observed parent-child relationships, got insight into home background; attention to physical well-being; provision for social development; class instruction based upon understanding individual students; study of children in many situations—Torner House, school, and community; conferences with parents.)

That our society is based upon democratic principles, the operation of which depends upon respect for individuals and groups, development of attitudes, and the acquisition of skills and techniques of the democratic group process. (Direct study of a community with its various groups of people; cooperative planning of class experiences, of extra-curricular activities, of problems

of living in groups in the college environment; study of the basic skills of communication; participation in making choices and forming judgments; study of current world problems through forum on United Nations.)

That learning is facilitated when there is inner motivation, when the learner participates in the planning, executing, and evaluating of experience. (Cooperative planning in many situations with peers, with adults, and with children; study of needs, interests and abilities, her own and those of the children with whom she worked; orientation of experiences to real life situations.)

The principles illustrated above represent only a few from which Janet acquired understanding through her own

direct experience. In addition to those principles, Janet became convinced of the importance of growth on her part in all aspects of living, of continuous growth in her profession. She learned to value change. She became interested in experimentation and exploration as bases for change.

Furthermore, the experiences planned with and for Janet provided her with some understandings of the role of education in society at large and with the complete educational program for which the school as an institution must assume responsibility. She already values the democratic process as it relates to curriculum development, to administration, and to guidance of children.

A High School Experiment _____

JOHN W. HANSON

"I like this exam," wrote one student at University High School, University of Illinois, Urbana, where John W. Hanson, author of this article, is social studies teacher. The exam was the evaluation after a week's experiment with group processes during which time a class tackled a big problem and successfully solved it—indicating that high school students are ready for such action programs.

RECENT DISCUSSIONS of the principles and applications of group dynamics have tended to limit themselves to the implementation of new developments in group work at the adult level. The teacher interested in developing citizens capable of assuming the type of leadership necessary to eliminate intergroup tensions must also, of necessity, train youth in the techniques of democratic group work. The exploration of some of the potentialities of mod-

ern group dynamics within one classroom situation—as described below—was merely the initial step in a long-range program of education in the methodology of the group process.

Setting the Stage

The experiment was carried out in a somewhat traditional class in world history. The conventional material of world history, however, had been constantly oriented toward current prob-

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