A FAVORABLE CLIMATE FOR CLASSROOM LIVING

A RELAXED, cheerful, inviting learning atmosphere which fosters the maximum growth and development of all the children in our schools should be a major aim of all administrators, supervisors and teachers in our democratic society.

Direct responsibility for this kind of learning environment can be assumed by the classroom teacher who plans with his pupils for wholesome learning activities. Adaptations of the physical aspects of the classroom are a natural outgrowth of workshop-type learning experiences.

Some curriculum bulletins and teacher's guides which contain helpful suggestions for the development of a wholesome learning environment are listed below:


  This brief bulletin suggests responsibilities of teacher and pupil in the creation of an effective learning environment. The sections dealing with flexible use of equipment and the various interest centers give helpful ideas for the development of a functional setting for learning.

- **San Bernardino County Schools.** Classroom Environment. San Bernardino, California, Undated, 24 p. (mimeographed)

  The physical environment, classroom environment and suggestions for arrangement of materials according to art principles are considered in this publication. Materials are suggested for interest centers in the areas of social studies, science, music, health, library, educational games and arithmetic. Helpful techniques in picture selection and mounting, bulletin board construction and library arrangement are included.


  In addition to answering the many questions teachers have regarding child growth and development and methods of planning for effective learning experiences, one section makes practical suggestions for organizing the classroom for living and learning. Ideas are included here for arranging the room, making the room attractive, providing opportunities for all children to assume responsibility and making equipment easy to use.

- **The University Schools.** A Description of Curricular Experiences. The Lower School. Kindergarten through Grade Six. The Ohio State University, Columbus, Ohio, 63 p. (mimeographed)

  Excellent examples of the permissive kind of learning environment which teachers throughout the country should be aware of are recorded in the descrip-
tions of learning experiences and activities in this bulletin for the elementary school level. These experiences are organized around central themes or problems which are of interest to the group. Important contributions to the social and intellectual development of children are made through attention to the essentials of daily living.


As the title implies, this publication describes active practices which are carried on in the elementary schools of Philadelphia. Pictorial illustrations are used to help interpret the situations reported. Analysis of the learning situations described adds to the usefulness of this readable publication.


Healthful living is of vital importance in the establishment of a wholesome classroom environment. The publication above was prepared for all who share this concern for the health of the school child. The appendix includes information on natural lighting.


An invaluable part of any classroom learning environment is the school library which complements and enriches the classroom program through its instructional materials. This philosophy is ably expressed in the chapter which deals with the organization and description of the elementary educa-


Education for healthful living is stressed in this guide. Experiences for children in solving problems related to mental health, health protection, nutrition education and safety education comprise the major part of this excellent publication.