

insight in analyzing situations and problems which he faces and in reacting appropriately to them; shows growth in ability to phrase a request, to organize ideas, to present a point of view, to relate an experience.

Learning More about Students

The teacher attempted to provide opportunity for students to "feed-back" their feelings about what was going on in the classroom. Such questions as "How did you feel about our progress today?" or "When Hugh said, . . . , what meaning did you give to it?" Part of the time students handed in written reactions. More often the group members discussed their feelings.

By means of a checklist the teacher asked for students' perceptions of her as a helper. Some students wanted to know how they were perceived by their classmates. Those who wrote their names on the blackboard at a given time received brief, written reactions from all other members in the class. These reactions were compiled by the teacher and a private conference was held with each student. Generally, three points were discussed (a) summary of the reactions, (b) feelings about the per-

ceptions, and (c) steps necessary for maintaining the relationship or changing the relationship.

Pupils also wrote on "What Kind of a Boy (Girl) I Think I Am." They wrote on "What I Think the Teacher Thinks of Me." In addition, personal problems checklists and writing that the group did during their work on understanding adolescence provided further data.

In summary, we have said that:

1. One can have confidence in the quality of the decisions if students know that with the teacher they are responsible for making choices in the planning, the follow-through and the evaluating of their school experiences.

2. Goals tend to become internalized and lead to self-commitment and self-direction if students share in goal-setting.

3. Students are eager to study subject matter and improve their study skills if the need for this study and these skills grows out of purposeful experiences.

4. The real concerns and values of each individual must be understood by himself and by the teacher if they are to work toward common goals.

5. Self-evaluation is necessary if objectives are to be achieved.

6. Democratic values can be strengthened if the classroom is operated democratically.

The Cricket

IF the sparrows would stop
their wrangling,
and the cardinal neglect
his morning news,
the garden muffle
tips of roots
and flowers diminish
their colors,

IF the air bent down
to silence
worm twist, ant scurry, bee whisk,
grass sigh, leaves' excitement,
IF the whole world held its breath
for just one second . . .
you could hear
the cheerful cricket in my heart.

—JAMES HEARST, *Cedar Falls, Iowa*

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