dents with the guidance of their parents and counselors to select in terms of their level of maturity and their purposes. The annual revision of the program makes it possible to change the selection to coincide with changing vocational purposes and achievement levels.

Not all schools have clarified what they mean by adjustment. Not all schools have revised their programs to provide for student growth in mental health, common learnings and individualized achievement. But progress is being made on both fronts. As more schools make progress in this direction, American education is improved.

JOYCE COOPER

Adjustment . . .

Through Ways of Teaching

ADJUSTMENT, in the sense used in this symposium, is the individual's becoming the best he can be; being able to deal with change in his society with a spirit of confidence, courage and zest.

Every individual who goes through the schools should become his best for his own fulfillment and for his unique contribution needed by the increasingly dynamic society. In the *way* school teaches as well as in *what* it teaches emphasis is placed on creativity, individual privilege and responsibility, application of the method of intelligence and continuous examination and use of democratic beliefs.

What Are the Goals?

Many schools have a clear view of their goal—to help each child become his best—and are working toward this goal by giving opportunity for each to develop a concept of himself as adequate, an understanding and mastery of the process of problem solving, and a democratic value system.

1. *A concept of self as adequate.* From studies of psychologists and others school people have available much knowledge about human beings: how they grow, how they learn, how they seek. We know that the individual must do his own growing and learning, and he grows and learns in many ways. The school is concerned with how he feels, thinks and behaves as well as what he knows and what he can verbalize. Being accepted, wanted and recognized for what he is, feeling right in growing and learning at his own pace gives the student a concept of self as adequate.

2. *An understanding and mastery of the process of problem solving.* The school can provide an environment in which one can learn to think critically concerning vital problems. In an atmosphere of continual search for the truth we encourage the open mind, freedom of thought and the application of democratic principles. Children and youth can live so they are developing a way of approaching problems. They are observ-

ing, seeking accurate knowledge from many sources, testing, deflecting, drawing conclusions with the use of sufficient evidence, and accepting responsibility for choices. By so living, the process becomes the individual's own, to develop and refine and use for each new situation.

3. *A democratic value system.* A system of values is developed by making choices in day by day living and coming to understand reasons for the choices in the light of beliefs. Many schools are trying to provide such a quality of daily living that students are having opportunity to develop respect for individuals, belief in brotherhood, freedom of expression, justice, and the need for world peace. For these students democracy is a way of living as well as a political system.

Teacher Responsibility

The teacher is responsible for the general atmosphere of the classroom, for the adjustments in learning experience needed by individuals, and for establishing democratic procedures.

Many teachers realize the importance of acceptance of individuals, their abilities, their lacks, their questions and their contributions. The classroom atmosphere can help each one feel that he is recognized as a person of worth.

Teachers are finding ways of working to make adjustments in time for developing concepts and skills, in the materials used, and in the depth of understanding or level of skill expected of each child. Children can experience a sense of achievement when they have done the best work they can do. Many have the thrill of discovery in going as far as they can go.

Working with students democratically is the best way for teachers and children to learn democratic procedures. Together they make plans, decide on jobs to be done and persons to do them, set the standards for the work and evaluate accomplishments.

***JOYCE COOPER** is professor of education, University of Florida, Gainesville.*

Faculty Responsibility

The schools where teachers are working in this direction are finding that cooperative faculty work becomes more and more important. To behave democratically in the classroom, teachers need to feel that they are in a democratic school environment where their feelings and ideas are important. They want the practice of democratic problem solving, working together on school problems. They know they need the support and advice of their fellow workers. They learn together when they have study groups in human growth, learning or curriculum theory.

In many schools a framework within which each class or grade will work is built together by the faculty. Goals for the school and for each level are clarified. Ways of working with students are understood and respected even though teachers may use different methods. Guides, consultants and other resources are used to help make decisions. Problems related to grouping, reporting to parents, and promotion are discussed by the total faculty.

Promising Practices

Throughout the country there are schools which are using practices, both old and new, which are encouraging the development of feelings of adequacy, democratic values, and problem-solving techniques.

"Area teaching" in elementary class-

rooms was described by Cordelia Stiles in *Educational Leadership*, December 1957. Children work in small groups on carefully planned topics of interest, developing skills and knowledge for a real purpose and also developing understandings, habits, interests that will stimulate further learning.

Individualized reading instruction has helped many teachers have the satisfaction of moving in this direction. Pressures and tensions are removed for children and teachers because competition and stigma are eliminated. The gifted reader has his opportunity because rigid grade standards are not operating. Slow readers come along at their pace. The attitude of the whole class toward reading may be considerably changed.

Core programs in junior high and senior high schools have been organizational attempts for better learning experiences. Many core teachers are using the advantages of longer blocks of time, opportunity for better understanding of students and broader curriculum areas to provide democratically planned activities and guidance-oriented teaching.

During the past two years several hundred elementary teachers of Florida have been gathering data to discover the actual concerns and problems of elementary children. They are working now to see how these real concerns should affect teaching in these elementary schools.

In many schools children with their teachers are facing and solving problems of daily living which provide opportunities for the use of "the method of intelligence." One example is the participation in neighborhood clean-up campaigns which demonstrates that children and youth can have wonderful, practical ideas and much energy to carry through projects. They make an investment and develop pride in the community.

Elementary student councils tackle problems of mud-puddles, the beautification of the lobby of the school, behavior in the cafeteria and halls, while the secondary student councils deal with some of the same problems and with others of broader significance.

In some classrooms children have ample opportunity to evaluate a work period so that they can plan better use of materials; they see the need for better outlines, more careful notetaking.

Children have visits to an industry or business where they may gain respect for the contribution of workers. Youth may have work experience in the community under cooperative supervision of school and business.

Children study people of Africa and Asia to understand the awakening of these continents and what the United Nations is doing to help, at the same time studying our own history in our seeking of independence and self realization. Older students often delve deeply into community, national and international current issues.

Experiments in science are conducted to search for answers to questions of importance to students.

Opportunities in the arts are being broadened on all school levels. Children, through the arts, are gaining a better understanding of self and others. Imagination and creative insight are encouraged.

A wide variety of electives and clubs and co-curricular activities in the high schools offer opportunities for different abilities and talents to flourish.

Small group activities within heterogeneous groups on all school levels help provide for individual differences. Here it is that additional explanations can be offered, necessary drill assigned, help given in working through processes,

ideas clarified, additional materials found. The child who is having difficulty has the close personal interest of the teacher. The child who is strong in a particular field is challenged and stimulated to further attainments.

In most schools many more learning materials are being used than ever before. The establishment of libraries or materials centers in every school has been the goal of schools everywhere in the country. Few teachers are accepting a single textbook as the course of study. Instead, many textbooks are used in a classroom as well as many other books, magazines, newspapers, demonstration kits, the radio, the television, maps, globes, films and records.

Democratic planning by teachers and pupils of problem centered experiences is a fruitful method to develop adequate self concepts, democratic values and problem solving techniques.

Democratic problem solving or the scientific approach implies eternal searching for the truth. It means learning to focus on a problem, observing, reflecting and testing, accepting and acting on conclusions backed up by evidence. It means keeping an open mind, freedom of thought and reinforcement of democratic principles. It means development of intellectual capacity.

According to Earl Kelley, in "The Significance of Being Unique," *Review of General Semantics*, Spring 1957:

> Intelligence is one's ability to contrive new solutions to ever-emerging situations or problems, the capacity to find ways out of dilemmas, to come upon answers which have never been found before, to invent and to create. Intelligence is developed and expanded through use. It can only grow when the organism is confronted by new situations, where new solutions are called for. Intelligence gains great impetus in the natural world, where all is unique; it gets little chance to develop in a standardized world where answers are already provided and where one answer can be used again and again. When man allows himself to be standardized he unwittingly robs himself of the opportunity of intellectual development.

Willard Olson in *Educational Leadership*, December 1957, says:

> With a healthy respect for individual differences child participation in planning becomes more acceptable and needful. Mechanical common assignments give way to more dynamic practices which permit seeking, self-selection, and creative solutions. Children may properly then occupy various roles in a group, have interests which differ and be in the process of finding a place in society which survives and prospers because individuals fit into its varied needs.

Cooperative problem solving does not mean unstructured, do-as-you-please ways of working. It implies thoughtful, responsible behavior by all. It does not mean mediocrity in achievement, but each doing his best according to his ability rather than according to a norm. There is opportunity to work on something that is real and the information from the culture is for a purpose and makes sense. The curriculum is broad, subject matter is drawn from many sources, and experimentation is encouraged. Skills needed include those taught in more narrowly structured schools plus many more needed in real situations. The students and teachers are working to determine their purposes, the direction of their effort, and intelligence is called for in the use of time, materials, space and people. This means continual evaluation toward the goals agreed upon. Each individual has an opportunity to view himself in relation to others. Respect for himself and his contribution fosters respect for others and their con-

tributions, and respect for excellence in all areas of learning.

In a classroom and school environment where all people are important, whatever their talents, interests, backgrounds, each has the freedom and the help to grow at his own pace and make his unique contribution.

"Why?" "what?" "how?" "who?" are questions asked by even the youngest kindergarten children. Promising ways of working in classrooms throughout their school lives help them find answers and encourage them to discover more questions. Pupils want to learn when their work is important and makes sense to them. Many schools today are helping pupils move into each new experience with confidence, creativity, skill in problem solving, and concern for others.

ARTHUR W. COMBS

Adjustment . . .

Through Guidance and Special Services

EARL KELLEY once remarked that whenever you find two ideas so stated as to be clearly in opposition to each other the probability is that they are both wrong! So it is, it seems to me, with the argument over education for "life adjustment" or education for "intellectual development." Clearly, these are not mutually exclusive goals of education. Actually, it would be impossible for a person to be well adjusted in the kind of complicated society we live in today unless he were *also* intellectually informed. A stupid man in the kind of world we live in finds himself continuously in trouble. On the other hand, the individual who is intellectually informed but unable to get along in our society would be of little value either to himself or the society in which he lives.

***ARTHUR W. COMBS** is professor of education, University of Florida, Gainesville.*

What we must seek, as Dr. Ahrens has pointed out in the introduction of this symposium, is not an emphasis upon adjustment, but upon fulfillment. When we speak of adjustment we usually refer to a degree of conformity to a given norm. But who, after all, wants to be average? Education, if it is successful, must foster the maximum development of the potentialities of each individual who comes within its influence. The problem we face is not a question of encouraging adjustment but of fostering fulfillment, actualization or realization of the best one can become.

The goal of guidance and the special services is, of course, no different from the goal of education in general, namely, the maximum development of the individual. In carrying out these functions the role of guidance was once seen as a problem of fitting children into their "proper" slots. The special services provided by the schools were likewise seen

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