ment to tasks which are significant does much to aid group members in giving their best. Perhaps the greatest responsibility of administrative leadership is in this area of achieving genuine group commitment to tasks which are important. Administrative arrangement for keeping the group working together and its members satisfied is of great significance in aiding each learner to become truly adjusted, to become the best that he can be.

Administration now frequently and actively seeks to provide for each learner's becoming the best that he can be. When this adjustment of learning for individual excellence occurs we have seen that administration is characterized by democratic values, cooperative problem solving, and constructive human relationships. Learning which capitalizes on the ability potential of each learner is dependent on administration-staff relationships with these qualities.

KIMBALL WILES

Adjustment . . .

Through Curricular Offerings

THROUGH his experiences in school a pupil should become an effective working part of his society. In some countries this means the young person is taught what he should believe, what he should do and how he should do it. He adjusts to society by conforming to the status quo or the established plan. In the United States, however, the effective citizen is one who is in good mental health, who is committed to democratic values and who seeks to develop to the fullest his individual potential for socially acceptable contributions. Schools that have attempted to produce an individual who will be adjusted in our society have programs designed to promote mental health, an understanding of the way each individual can contribute to our emerging pattern of life and the development of individual talents.

Schools that seek to produce adjusted people do not try to get all people to be alike. Their programs increase likeness in some areas and increase differences in others. On one hand, the further students go through the school the more they achieve a sense of personal worth and a commitment to basic democratic values. Also, the longer students remain in school, the greater become the differences among them in intellectual attainment in the skills of leadership and democratic participation. The schools that reverse this pattern are failing to provide the offering that makes it possible for each person to contribute his maximum potential, to be an adjusted person in our democratic culture.

What are schools doing to produce the desired results?

Faculties recognize that the curricular

offering consists of all the experiences a pupil has under the supervision of the school. Too frequently curricular offerings have been defined as classes. Actually classes are only a part of the curriculum of the school. What happens in the cafeteria, the library, the sports events, the activities program may influence pupils as much as any class. Furthermore, what happens outside the classes affect the way pupils use the class offering. A boy concerned about the problems of being an isolate does not view chemistry in the same way that another boy does who has many friends in the class. Any evaluation of the quality of a school's offerings must include the total program if the faculty is to be successful in providing for adjustment.

Faculties seek agreement on the meaning of adjustment. Best progress seems to be made when adjustment is defined in terms of mental health, common learning and individual achievement.

Mental Health

Each pupil as he progresses through the school program should grow in a feeling of adequacy and worth. If he is to become an effective member of an emerging society, he must believe in his ability to deal with the problems of change and to make an acceptable contribution. The development of a feeling of adequacy and worth is influenced by the experiences a pupil has in the school. Is he welcomed to the school? Is there an orientation program for newcomers? Are students helped to become a part of the student body? Are social events open to all? Are there opportunities for all to participate in activities? Is the range of activities great enough so that each can find an activity in which he can feel successful? As teachers work with the pupil, is the emphasis on things he can do or on his inadequacies? Mental health is affected by the way offerings are interpreted and used—as well as by the scope and type of offerings.

Common Learnings

To be an adjusted member of a society, a man must have some qualities in common with others. He must have some ideals, some values, some purposes held by the other group members. To be an effective group member, a man must be able to communicate, and to participate skillfully in the group procedures and processes. He increases in value as a group member as he becomes informed about the group background, organization and basic concepts held by most of the group.

To develop an adjusted person, the school offering should provide general education which transmits the common values, skills and knowledge which enable a person to understand his culture and participate in it. Further, in an emerging culture, the general education must develop the problem solving skills and the creative ability to discover and implement better solutions.

A school program should provide general education and individualized education for each student. From the kindergarten through the secondary school each pupil should have a portion of each day in which he works on problems that contribute to the development of the understandings and the skills that make him an effective citizen and a portion of the day when he works on the projects and skills that represent the next steps in the realization of his individual potential.

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General education is provided in the elementary school through class experiences in which all pupils are engaged and in the secondary school through courses required of all. Many faculties have become more effective in this phase of their work by clearly stating the portions of their program which constitute general education. Others still have this task before them.

Individualized Education

The offerings should be broad enough to provide a range of experiences from which a student may choose those most appropriate for his individual growth. If a program is providing for individual achievement, pupils become increasingly different in their achievement each year they are in school, in competency in fundamental skills and the diversity of knowledge acquired.

1. *Providing for individual achievement within classes.* To fully realize the potential of the student population, a variety of opportunities are provided within classes:

a. The teacher attempts to discover as much as he can about each student. He seeks to determine each pupil's level of achievement in the field being studied and purposes and problems that determine pupil behavior. He uses techniques such as autobiographies, interviews and achievement tests to discover how best to relate to students to facilitate their learning.

b. The teacher puts an emphasis on student self-evaluation. He encourages students to state their purposes within the areas being investigated and brings students in on the evaluation. Students are invited to keep samples of their own work and records of their progress and to make judgments as to things that should be done next. Students are asked to face the following question: "What are the most important things to be done during the next period of work?" Decision is based on what has been done and what remains to be done to accomplish the student's purposes. Through this approach by the teacher, the emphasis is upon students' learning more about themselves and outlining their own work. The basis for continued education by the individual is achieved through the development of increased self-direction.

c. The teacher stresses creativity rather than conformity. Students are encouraged to interpret data for themselves. They are guided in the forming of generalizations and expressions of their own interpretation of their experiences. When the teacher does this, he is in a position to know what a student is learning and to plan work that is more appropriate for him. If students have the opportunity to make a creative interpretation of their learning, the teacher can adapt the program to meet the present level of student insight.

d. The teacher provides for individual work. In the elementary school, for example, this means that students at the same grade level do not all use the same instructional aid at the same time. All members of a fourth grade class do not work in fourth grade reading workbooks. Instead, the teacher discovers what each student's level of ability is and provides opportunity for him to work on materials appropriate to his intellectual achievement. Within such classes students are grouped to work on skills in terms of their level of achievement. Groups are flexible and individual students are shifted from one group to another in terms of their rate of achievement.

e. The teacher encourages some

students to progress through the content at a more rapid rate. In one elementary school, a sixth grade teacher did not follow this practice. Five students out of his class of 30 had from the first grade shown above average ability in arithmetic. For five years teachers had encouraged them to work ahead in arithmetic. But in the sixth grade they soon found it was different. The teacher kept them with the rest of the class until arithmetic became boring. As a group they went to the teacher and asked for permission to work ahead. He replied, "No! If I let you go ahead what will the seventh grade teacher do?" This sixth grade teacher conceived of his role as keeping the class members on the arithmetic processes prescribed for the sixth grade and not on helping pupils to develop their insights and skills as rapidly as possible.

In schools where individual achievement is fostered the established offerings provide a basic framework. Teachers are free to depart from this framework, however, when they see that this is desirable to meet the needs of individuals they are teaching. Curriculum outlines, syllabi, guides and bulletins assist the teacher in defining the content to be covered but they are not to be perceived as restrictive or limiting.

2. *Providing for individual achievement through course selection at the secondary level.* Schools that are attempting to provide a program for individualized education foster as much individual selection of the courses as possible. The high school curriculum is not divided into three or four curricula from which a student must select one and follow it exclusively. Instead, an attempt is made to provide an individual program for each student.

One secondary school implements this idea in an interesting way. The number of courses required for graduation is kept at a minimum. Twenty units of credit must be earned for graduation but all students are encouraged to obtain 24 if possible. Nine courses out of a possible 24 are required. Beyond the nine required courses the program for each student is planned individually.

When a student enters the school his parent, his counselor, and the student himself outline the courses that he will follow for the full four years. At the end of the ninth grade, in terms of his experience and achievement during the ninth grade, the parent and counselor and student evaluate and revise the program for the remaining three years. The same procedure is followed at the end of the 10th and 11th years. The program may be revised on four separate occasions without penalty to the student. He must only be sure that he ends up his twelfth year with the nine required courses and with at least 20 earned units.

To increase the range of choices for the student, courses other than the required units are not assigned to a particular grade level. Any student who has the necessary level of achievement and intensity of purpose may take a particular course. This procedure means that some freshmen and some seniors are enrolled in an American literature course or a chemistry course. The basis for grouping for a course is the intensity of interest and level of achievement, not chronological age. Under this plan, gifted students get more challenging intellectual material earlier in their high school program, and the range of elective offerings available to an individual student is increased from 6-8 courses at each grade level to the 40-50 available in the total school offering.

This plan makes it possible for stu-

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-

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