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## Improvement Of Character Education Through Integrating Teaching Of Holiday In The Second Grade Of Douglass Elementary School, Pittsburg, Texas

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IMPROVEMENT OF CHARACTER EDUCATION THROUGH  
INTEGRATING TEACHING OF HOLIDAYS IN THE  
SECOND GRADE OF DOUGLASS  
ELEMENTARY SCHOOL,  
PITTSBURG, TEXAS

SMITH

1954

IMPROVEMENT OF CHARACTER EDUCATION THROUGH INTEGRATING TEACH-  
ING OF HOLIDAYS IN THE SECOND GRADE OF DOUGLASS  
ELEMENTARY SCHOOL, PITTSBURG, TEXAS

By

Ruth Ellender Smith

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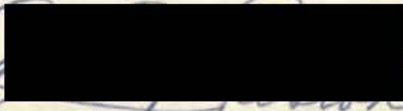
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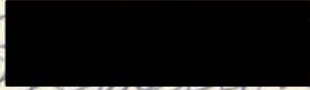
Prairie View, Texas

August, 1954



Accepted by the Faculty of the Prairie View Agricultural  
and Mechanical College as Fulfilling the Thesis  
Requirements for the Degree of Master of Science

  
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Director of Thesis

Committee:  \_\_\_\_\_, Chairman

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#### DEDICATION

To my husband, D. M. Smith, and daughter, Bonnie  
Smith-Burton, and to my nephew, Dinard A. Smith,  
this study is affectionately dedicated.

#### ACKNOWLEDGMENT

The writer extends her thanks and appreciation to Mrs. A. C. Preston, Department of Education, Prairie View Agricultural and Mechanical College, for her help and counseling to make this thesis a success.

R.E.S.



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## CHAPTER I

### INTRODUCTION

Much consideration is now being given to the development of moral and spiritual values in children and youth. However, only a minority of the teaching personnel is really aware of the part the public school can play in the development of such values. The Educational Policies Commission of the National Education Association<sup>1</sup> has given much consideration and thought to "Moral and Spiritual Values in Public Schools," and it is believed that schools can and should increase their effectiveness in the development of such values.

Values should permeate the entire educational process. Although the teaching of values, perhaps more than any other kind of teaching, depends on many variable circumstances, it should be kept in mind that character cannot be taught by simply scheduling so many minutes a day to the task. According to William E. Blatz:<sup>2</sup>

A child's character is molded by his experiences in the home, the school, the church, and the community . . . There is no direct and simple method of teaching character such as there is of teaching reading or arithmetic. Yet the importance of character development cannot be over emphasized, since it forms the necessary ground work for our contact with other people.

Values are best incorporated into conduct by example, experience

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1. Educational Policies Commission, Moral and Spiritual Values in Public Schools (Washington, D. C., National Education Association and the American Association of School Administrators, 1951) pp. 1-100.

2. William E. Blatz, "Character Development". Vol. X. Guidance for Development (Chicago: The Quarrie Press, 1947), p. 1.



and observation. Such experiences must be repeated in a variety of situations so as to establish habits rooted in intellectual understanding and linked to emotional responses which provide the dynamics for action.

Holidays and highdays may provide for many of these situations. Children are usually interested in holidays and their natural curiosity makes them want to know their significance. The development of character is part of the growth process and is dependent upon all of the influences that are brought to bear upon the child from birth on to maturity. Thus through experiences provided by teachers in using holidays as a center of interest, the child may develop an ethical outlook on life which is the basis of desirable behavior.

The school is an important source of moral and spiritual values; but concomitant with the work of the school the influence of the home and the church are potent determinant value patterns for children. Other potential sources of influence are such out-of-school agencies as mass communication--the press, the radio, television, the cinema, as well as other community situations. Therefore, inasmuch as holiday interests are shown in each of these institutions it is obvious that they may be a nucleus around which many teaching-learning situations may evolve.

The Problem. Primary children enrolled in Douglass Elementary School are of no exception to other Negro children living in mostly sub-standard culturally influenced communities. An effort to improve the morals of the children avoiding the "pin point" procedure, the problem "Improvement of Character Education Through Integrating Teaching of Holidays in the Second Grade of Douglass Elementary School, Pittsburg, Texas, has been chosen.



Purpose of the Study. It was the purpose of this study (1) to plan a program of sequential instruction which will direct and develop the abilities of children through the use of holidays and highdays as centers of interest; (2) to present experiences which would equip children for democratic living and to help them become successful members of their peer group; (3) to present a pattern of unified instruction which will make a final contribution to the whole curriculum; and (4) to develop knowledge, ideas, and understandings which will help children meet successfully the problems of group living as they progress in school and contribute largely to their competence in living as individuals.

The Importance of the Study. Decided social changes have created many problems in education. The average citizen wishes to maintain democracy and is anxious to strengthen its values in the midst of its changing social structure. It is imperative then that the elementary school subject areas be organized to meet the social change, if the school is to perform its function and carry out the purpose of education.

It has been realized that if America's children are to be guided through this period of great social change, they must be provided with curriculum experiences which will aid them in developing spiritual and moral values which will ultimately result in character development. It is hoped that through the development of these integrated learning experiences, the children of the second grade, in the Douglass School will experience growth that will be continuous, intelligent to them and interactive.



Limitations of the Study. This study was limited to the second grade. The subjects were twenty boys and fifteen girls of this grade. The problem area was centered around the integration of subject fields for grade two.

Data and Procedures. The data for this study has been secured from several sources. Namely: (1) a review of professional literature, a perusal of state adopted text books, professional magazines, selected state courses of study, and published teaching materials from various sources; (2) a check list used by the teacher in observing the character traits of the subjects of this study; (3) the scores made by the subjects of this study on two standardized tests. The tests were: California Test of Mental Maturity Primary Edition, and the Gray-Votaw-Rogers General Achievement Tests Primary Test; and (4) the techniques used in developing each unit based on principles and criteria for unit construction as recommended by Adams,<sup>3</sup> Burton,<sup>4</sup> Huggett,<sup>5</sup> Michaelis,<sup>6</sup> Wesley,<sup>7</sup> and others.

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3. Faye Adams, Educating America's Children (New York: The Ronald Press Company, 1946) pp. 119-127.

4. William H. Burton, The Guidance of Learning Activities (New York: Appleton-Century-Crofts, Inc. 1952) pp. 414-36.

5. Albert J. Huggett, Growth and Learning in the Elementary School (Michigan State College: D. C. Heath and Company, Boston, 1946) p. 99.

6. John U. Michaelis, Social Studies for Children in a Democracy (New York: Prentice-Hall, Inc., 1950) p. 147.

7. Edgar B. Westley and Mary A. Adams, Teaching Social Studies in Elementary Schools. New York: Prentice-Hall, Inc., 1951; p. 400.



## DEFINITION OF TERMS

The following terms explained in the passage below served as the basic framework of the thesis. The implications of their meanings have been derived through reading the theory and points of view of educators, curriculum specialists, educational sociologists, and others.

Integration.<sup>8</sup> The term integration may be used broadly to mean a bringing of related materials and activities in various subject fields to bear on a central core of subject matter or field of primary interest. The purpose of which is to give greater homogeneity to the concepts and ideas developed by children, to foster comprehension by presenting subject matter in interrelated aspects rather than in isolation, to enable children to see facts and ideas in their natural setting, in their developmental sequence, and in a full frame of reference.

Integration, common learning as it may be called, represents a different approach in education. From psychological point of view the term indicates the formation, development and union of the child's activities into one "whole" growth and personality.<sup>9</sup>

In educational thought the term has been used in a variety of ways: "Unification of subject matter from related subjects to form a more generalized subject, or integrated core;" "a state of perfect unity, toward which efforts ought to be directed," "a curriculum pattern or a way of organizing learning activities. In the curriculum pattern

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8. L. Thomas Hopkins, Integration (Boston: D. C. Heath and Co., 1941) pp. 113-114.

9. J. Minor Gwinn, Curriculum Principles and Social Trends (New York: MacMillan Company, 1950) p. 259.



approach, subject matter formerly taught separately is combined. Topics and problems are considered on a broader basis. Students are given more experiences in understanding and interpreting his work and in dealing with problems which confront them. Likewise, the curriculum plan of integration provides a period of longer contact for the pupils than would a single class period—a measure that contributes to better personal relations.

Language Arts<sup>10</sup> Language Arts are important processes of communication. The several phases of these processes are: listening, observing, speaking, reading, and writing. The Language Arts as a basic learning area connotes the development of the ability to receive and express ideas through well defined sequential experiences, such as vocabulary comprehension, oral languages, listening, reading, writing, and the like. These skills emerge from a basic need for expression. They may consist of simple oral requests, a discussion, writing a letter, making a report, following a sequence of ideas in reading, organization of ideas into outline form, using acceptable English forms or employing social amenities appropriate to an occasion. They represent continuous growth that may go up or down with one's social maturity. Therefore, language arts (the execution of the communication skill) are social activities which serve as the bases of human existence—especially in a democratic society.

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10. Ruth G. Strickland, The Language Arts (Boston: D. C. Heath and Company, 1951) p. 26.



Curriculum<sup>11</sup> Curriculum is an aggregation of all the experiences of a child under the guidance of the school. These experiences are irrespective of their character, of their locality, or of their chronology; for, sometimes, in the education of the child, some experiences outside of the school are more significant than those within the school. Hence, a curriculum whether experienced centered or subject centered, should be concerned with the type of experiences most likely to involve the behavior changes desired.

Unit<sup>12</sup> A unit is an instructional pattern that provides for a range of activities through various learning media.

Sequence<sup>13</sup> Sequence implies a continuity of ideas, concepts, or thoughts which go beyond the present situation. It means a continuous treatment of major elements but emphasizing the importance of having each successive experiences not only supported by a previous similar experience but penetrating more broadly and deeply into the matters involved. Hence, in educational practices it means higher levels of treatment of comparable content material.

Character Education<sup>14</sup> Character education is that type of teaching-learning experiences designed to develop worthy habits, attitudes, and beliefs in regard to ethical and moral matters.

11. Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, 1945) p. 76.

12. John U. Michaelis, Social Studies for Children in a Democracy (New York: Prentice-Hall, Inc., 1950) p. 17.

13. Good, Op. cit., p. 368.

14. Ibid., p. 65.



Holiday. A day fixed by law or custom on which ordinary business is suspended in commemoration of some event.

## REVIEW OF LITERATURE

X Since all the world keeps holidays, a mass of literature has accumulated through many years recording the origin, traditions, customs, and observances. However, holidays have been taken as a matter of course to a great extent in our schools and communities. They have been treated merely as days for rest and play. Hence, there is danger that their real significance may be lost if the schools do not begin to emphasize their purposes.

Much of the American public is not conscious of the fact that holidays are mile-stones on our national and religious life. They mark the progress of certain ideas which should be perpetuated in our American culture. Holidays in America fall into three general groups, such as; (1) Easter (2) patriotic holidays, such as Washington's birthday, Independence Day and Armistice Day, and (3) topical holidays such as Labor Day, Arbor Day and Mother's Day.

Some of the holidays are observed in all of our states and territories, while others are celebrated by individual states or territories. In the United States legal holidays are fixed by legislation. A fuller understanding and appreciation of the meaning of our holidays may be developed if their real significance is integrated with real life teaching-learning situations. They have special appeal for children and the observance of many of them may be celebrated as a part of the entire subject-matter program.

Some of the holidays which may have more meaning and interest to primary grade children than others are: Halloween, St. Valentine's Day,



Washington's Birthday, Easter, Arbor and Thanksgiving, Bird Day, and Christmas. A brief review of literature related to these special days is given.

Saint Valentine's Day.<sup>15</sup> Saint Valentine's Day is not what it may be termed a legal holiday, nor is it a holy day. It may be considered a high day because it is included in all books on holidays for children. This day has given excitement and pleasure to thousands, and will doubtless continue to do so, as long as boys are boys and girls are girls. According to McSpadden: The most curious fact about the day is that its patron, Saint Valentine, had actually nothing to do with the customs connected with the fourteenth of February. Some of these customs, indeed, were observed in ancient Rome long before the introduction of Christianity when there were no saints or saint's days. In those far-off days wolves were especially abundant and dangerous and a destroyer of wolves was held in honor. Lupercus, a "wolf destroyer" was held in honor in ancient Rome during the month of February. At festivals given in his honor it was customary for young people to draw lots for partners for the year. Hundreds of years later the same custom arose in England and France and it was called Saint Valentine's day.

Saint Valentine, it seems, was a preist in Rome whose life came to a sad end. During this time the early Christians were severely persecuted. The church made Saint Valentine a saint after he was beheaded. Later the old festival, Lupercalia, in honor of the "wolf destroyer,"

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15. Joseph Walker McSpadden, The Book of Holidays (New York: T. Y. Crowell Company, 1927), p. 38.



Lupercus was replaced by the new festival in honor of Saint Valentine.

In olden times, in England, much time and care was spent in the writing of Valentines. Many of the beautiful Valentines composed by Charles, Duke of Orleans, while he was in prison after the battle of Agincourt have been preserved. Our observance of Saint Valentine's Day in America came from England. The over-colored cartoon valentines have had their greatest popularity in America. The tendency, however, toward sending ugly valentines with unpleasant messages seem to be on the wane.

Meanwhile, the pretty valentines--all hearts and sweets and paper laces--seem to be growing more unique every year. Quite an industry has grown up around them. Boys and girls are astonished at the number of different processes a fine valentine undergoes. They should be led to understand, however, that the simple valentine message also held their significance.<sup>16</sup>

Washington's Birthday. George Washington's birthday, February Twenty-second, was celebrated during his life time. According to Hazel-tine:<sup>17</sup>

He had the satisfaction of receiving the congratulations of his fellow-citizens many times upon the return of this day. He was frequently a guest at banquets given in honor of the occasion. In fact after the American Revolution, Washington's Birthday practically took the place of various crowned heads of Great Britain, which was celebrated with enthusiasm during colonial times in America.

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16. Mary Isabel Curtis, Why We Celebrate Our Holidays (Chicago: Lyons and Carnohan, 1924) p. 66.

17. Mary Emogene Hazeltine, Anniversaries and Holidays (Chicago: American Library Association 1928) p. 22.



After independence was won from England Washington's birthday naturally became one of the most widely celebrated of American holidays.

It is said that the first mention of the day found in an old newspaper called "The Virginia Gazette" in the year of 1782.<sup>18</sup> The article reads: "Tuesday last being the birthday of his Excellency, George Washington, our illustrious Commander-in-Chief, the same was commemorated here with the utmost of joy."

After the year of 1872 celebrations were held each year. Maryland was the first state to begin celebrating the birthday of George Washington followed by the state of New York. An interesting account of the first public celebration in New York state was given in a newspaper in the year 1784; it read as follows:

Wednesday last being the birthday of his Excellency, George Washington, the same was celebrated here by all the true friends of the American Independence and constitutional liberty with that hilarity and manly decorum ever attendant on the sons of freedom. In the evening an entertainment was given on board the East India ship in this harbor to a very brilliant and respectable company, and a discharge of thirteen cannons were fired on this joyful occasion.<sup>19</sup>

Celebrations had become general by 1800. Washington's birthday is now a legal holiday in every state in the union.

Hazeltine further says, "A study of the life, character achievements of Washington, his writings, and his services to the country make the elements of a fitting observance of his birthday."

18. Loc. Cit.

19. Hazeltine, Op. Cit. p. 22

20. Ibid., p. 288.



Easter. Easter is the festival of Christ's resurrection, and is the most joyous day in the Christian year. Easter has this preeminence, not only because all the other festivals are derived and regulated by it, but chiefly because it commemorates the great historical fact and fundamental truth upon which the whole structure of the Christian religion rests.<sup>20</sup>

For a long time, it is said, that the early church could not decide upon the date for the Easter celebration. After much dispute the question was settled at the Council of Nicea, held in 325 A. D. A fixed date every year was not decided upon, but it was decided that Easter was to depend upon the phases of the moon. The council decreed that Easter Sunday should follow the fourteenth day of the Pascal moon, which falls upon the first Sunday after the spring equinox. The term Easter was first used when Christianity was introduced among the Saxons and is traced to Eostre, a Saxon goddess whose festival was celebrated annually in the spring of the year.

Arbor Day. Arbor Day had its beginning in the State of Nebraska in 1872. A statesman suggested that a certain day be set apart each year when all could join in tree planting. At that time Nebraska was referred to as the "Great American Desert" and there was an urgent need for reforestation. The State Board of Agriculture offered prizes to the counties and to the persons planting the largest number of trees. More than one million trees were planted the first year of this adventure.

Arbor Day is not a high day of long standing, but the idea itself is said to be very old. The Ancient Aztecs of Central America, centuries before Columbus sailed to these shores, are said to have planted a tree

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20. Ibid., p. 288.



every time a child was born. In parts of Mexico the Indians still keep up this old custom. In Germany some rural families for a long time planted their own trees with special ceremonies forty days after Easter. There is an account of an early Tree Day in Switzerland as far back as the fifth century. The Arbor Day Movement is significant. It is also celebrated in the Hawaiian Islands and even in Japan. It may be considered one of the most valuable of our high days because of the good that can come from it.<sup>21</sup>

Mother's Day.<sup>22</sup> Mother's Day in our country is of comparatively recent introduction. However, the idea may be traced back to ancient times. Rhea, "the Great Mother of the Gods" was worshipped in Asia Minor. However, notwithstanding the reverence given her, it was her majesty and might rather than her love and fidelity that was celebrated. From Asia these rites were taken to Greece and Rome where they became a part of the "Feast of Hilara" which was held on the Ides of March.

As heathen festivals were supplanted by Ceremonies of the Church, with the coming of the Christian era the Virgin Mary became the Mother of the Roman Catholic faith. Thus the Mother Church idea came forth.

Another beautiful ceremonial practice emerged from these celebrations. It had its origin in England and was known as "Mothering Day." It was a designated day during the period of Lent. All young men and young women who were away from home were asked to visit their parents on this day.<sup>23</sup>

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21. Hazeltine, Op. Cit., pp. 74-75.

22. Ibid., p. 78.

23. Nelson's Encyclopedia, Vol. VIII (New York: Thomas Nelson and Sons), p. 313.



Mother's Day in America has been observed since 1910. A Miss Anna Jarvis of Philadelphia proposed the idea. It was implemented immediately and the celebration of the day was observed in a number of cities in the United States.

In 1914 Congress authorized the President of the United States to designate, by annual proclamation, the second Sunday in May as Mother's Day and to request the display of the American flag on government buildings and in private homes. Mother's Day, the second Sunday in May has been set apart for special observances in honor of the home and motherhood. The object of the day is to recall memories of mothers who have gone; to brighten the lives of those who remain; and to encourage men, women, and children to honor home and parents.<sup>24</sup>

Many are the ways in which the observance is carried out. "It is observed by some act of kindness to mother and father; by services in churches of all creeds, in Young Men's and Young Women's Christian Associations, and other Organizations; and by wearing white or red carnations. Public schools observe the Friday and business houses the Saturday preceding."<sup>25</sup>

Thanksgiving Day.<sup>25</sup> Thanksgiving Day is of distinct American origin. It is a legacy of the Pilgrims, "cherished because of the romance and tradition that surrounds it." The origin of the day is attributed to the proclamation of Governor Bradford of the Plymouth Colony. After a winter of suffering and deprivation by the Pilgrims who had landed on rock-bound coast of New England in November 1620, the colonists planted crops for food. They watched with great anxiety the growth of seed which

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24. Hazeltine, Op. Cit.; pp. 65-66.

25. Hazeltine, Op. Cit., pp. 148-149.



yielded an abundant harvest in the fall of 1621. Being thankful for the success of their venture, the colonists planned a celebration to that effect. Upon their request the Governor Bradford proclaimed a day of Thanksgiving.

Feasting on the products of the field and the forest, together with worshipping in song and prayer, constituted the activities of the day. Thus the celebration was initiated with two-fold significance; that of a day of feasting because of the abundant harvest and a day of worship on which special thanks were given unto the Lord.

It was not until the Revolutionary War that the feast became national and it was not until 1863 that the observance became a directive from the President of the United States.<sup>26</sup>

Christmas.<sup>27</sup> Christmas, originally "Cristes Masse," (the mass or church festival of Christ) is the English name for the season in which the birth of Christ is commemorated. However, it is apparent that a festival was celebrated at this season long before it became sacred as the birthday of Christ. There is no certainty that the twenty-fifth day of December is the actual date. Historians and astronomers have calculated that the time was that of the winter solstice when the days are shortest

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26. McSpadden, Op. Cit., pp. 60-61.

27. Hazeltine, Op. Cit., p. 162.

Thomas Bulfinch, Mythology (New York: Thomas Y. Crowell Company, 1947), pp. 337-343.

Charles Mills Gayley, Classic Myths in English Literature and Art. (Boston: Ginn and Company, 1911) pp. 370-386.



and the sun farthest from the earth. Hence, December 25 became the fixed date of the winter festival--a festival celebrated by the heathen Britons in honor of their god Thor, and by the pagan Romans in honor of their sun-god, Mithra. It was in the fourth century A. D. that the Christian church accepted the date as the symbolic interpretation of the birth of Christ.

The customs evolving from various European peoples were transplanted to America by the early colonists. Some of these customs which have become fixed in American culture and their European origins are: the Christmas tree idea from Germany; the Santa Claus impersonation from Holland; the hanging of the Christmas stocking from Belgium and France; the "Merry Christmas" greeting and the singing of carols from England.

Thus, Christmas has a two-fold significance: It is both a high day and a holy day. Its celebration partakes of both gaiety and solemnity. The manufacture of Christmas cards has developed into creativity in arts and crafts. The rendition of Christmas music and the observance of, or participation in nativity plays and pageants have become established ceremonies in our Christian culture.

Educational Implications of Holiday Observances. Holidays have a special relation to the school curriculum. They may provide enrichment through the opportunities children may have in receiving training in good mental health, citizenship, and worthy character. Literature pertaining to holidays makes a special contribution to social living. Through such observances the child is led to understand that the past has had a great influence on our present patterns of culture and these patterns are still in the process of development. Although a child in the primary grades



does not possess intellectual maturity basic to the understanding of the sequential enumeration of the past, through the guidance of a resourceful teacher he may be led to develop desirable understandings and appreciations of his social heritage as understood in the observance of selected holidays and highdays.

## CHAPTER II

### SOME CURRICULUM TRENDS IN TEACHING HOLIDAYS

The problem of organizing learning experiences for children has gained in importance during the past few years. As the philosophy, principles, and practices in education have changed from time to time experts in educational planning have made new approaches in methods and procedures for helping teachers to carry out the purposes of education. The matter of desirable materials for teaching is no longer a concern for the curriculum worker only, but it is a major concern of teachers as well.

Likewise, the problem of the utilization of materials and techniques designed to facilitate the learning of children gave rise to the early curriculum movement. The extension of the American ideal of liberty and humanity, and the maintenance of this ideal depends upon our educational system. Therefore, the question of what should schools do for children is foremost in educational thought.

Traditionally, the curriculum was thought of in terms of selected subjects of study or the contents of objects rather than "All experiences which boys and girls have under the guidance of schools."<sup>1</sup>

Modern and Current Ideas. Our modern and current ideas of education are not altogether new. They have grown out of the revolutionary

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1. Hollis L. Caswell, "The Nature and Significance of Curriculum Enrichment", Eighteenth Yearbook of the Department of Elementary School Principals, 18: 239, July, 1939.



period of European History.<sup>2</sup> However, none of the early tenets of educational philosophy are followed too closely and a new approach has emerged. It is serving as a bases for a cooperative rather than a competitive attack in education. This new approach in education seeks to minimize the influence of conflicting assumptions. It takes its departure from the child not as an individual but as a member of society. The struggle to develop an age of democratic cooperation depends to a large extent on what is done in the classrooms throughout the nation by providing worthwhile teaching-learning situations.

Adams says in teaching:

Whether the pendulum swings to the right or to the left depends upon the teacher, her understanding of the nature of the child, her understanding of, and recognition of ultimate and immediate education goals, and her realization of the extent to which these goals may be attained by a given group of children.<sup>3</sup>

As a new society is envisioned, one in which the relationship between the individual and the group becomes more harmonious leaders in education are emphasizing social living. The Educational Policies Commission<sup>4</sup> places emphasis on an integrated individual-social development which should begin early in the school life of a child. The views of the Educational Policies Commission and the Children's Charter<sup>5</sup> are in agreement with the

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2. Rose Scheneideman, Democratic Education In Practice (New York: Harper and Brothers, 1945), p. 45.

3. Fay Adams, Educating America's Children (New York: The Ronald Press Company, 1946), p. 12.

4. Educational Policies Commission, The Purposes of Education in an American Democracy (Washington: National Education Association, 1938) Chap. 4-7.

5. The White House Conference on Child Health and Protection (New York: D. Appleton Century Company).



purposes of education. Emphasis is now being placed on child development rather than mere learning, on developing the personality of the child rather than merely memorizing facts. There has been a shift from subject matter alone to the growing belief that patterns and the achievements of specific learnings are themselves aspects of growth.

The Utilization of Real-Life Situations. The utilization of situations which occur in real life experiences such as Washington's Birthday, Arbor Day, Easter, Mother's Day, Thanksgiving and Christmas provide excellent opportunities for enhancing the educative process. The gradually growing co-operative tie-up between the school and other social institutions and their programs may be realized. According to Huggett,<sup>6</sup> learning is influenced by this type of activity as well as by the more formal classroom techniques.

There have been many factors which have influenced the movement which has given impetus to curriculum enrichment. The concomitants of experience and integration are obvious in contemporary curriculum development.<sup>7</sup> It is essential that the entire life and program of the school be developed as a unified whole if the curriculum is to offer maximum enrichment to children.

As more adequate understanding of child growth and development has been developed there has been more suitable organization of teaching

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6. Albert J. Huggett, and Cecil B. Millard, Growth and Learning In the Elementary School (Boston: D. C. Heath and Company, 1946) p. 17.

7. Walter S. Monroe, Encyclopedia of Educational Research. (New York: The MacMillan Company, 1950) p. 308.



material.

In the newer practices of elementary schools the individual is introduced to a broad, rich environment that presents for him challenging disturbances; for he must face effectively a great variety of real-life situations in order to become integrated within himself and with his environment. No limited concept of a curriculum as organized within compartments will suffice. No narrow concept of a school as operative within four walls will suffice. No restricted intelligence about conditions of modern society will be acceptable. Rather, only the realities of society, the total life and culture of the individual, a theory of multiple learning, and the most comprehensive view of experience will meet the need.<sup>8</sup>

The growing complexities of society have operated to make the traditional elementary school curriculum increasingly unsatisfactory. Domestic social institutions which formerly assumed a major role in the education of children have shifted their responsibility to the school. The school has been expected to take over the education of children in a variety of ways since modern living has become complex. Demands for instruction in character education, safety, citizenship, and similar areas are but indications of this expectation. The growing demands upon the schools by society have far-reaching implications for the enrichment of the curriculum. Thus, the school is undergoing conspicuous changes in methods and materials of teaching. A new type of thinking relative to function and nature of the content of subject matter is making significant inroads upon the traditional curriculum.

The more recent trends in elementary education also emphasizes functions to guide and direct the physical, mental, social, and emotional growth of boys and girls, all of which should contribute to character

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8. J. Wayne Wrightstone, Appraisal of Newer Elementary School Practices. (Teachers College, Columbia University, 1938) p. 139.



education. To improve the quality of life within the social group, schools that accept this social responsibility must make a departure from old methods of teaching and center their teaching programs around the lives of all the people. Naturally, this will involve the matter of enriching the school curriculum and of seeking learning situations within the realities of social living.

The battle of conflicting ideals regarding the philosophy, principles and practices of education which took place during the decade between the close of World War I and the financial and economic collapse of our social structure which brought on the great depression of the thirties, were of educational significance. It caused educators to begin evaluating the practices and procedures that had been developed. They began placing emphasis upon educating the whole personality of the child through social experiences and creative activity. The child, then, under guidance learns to evolve goals, formulate and execute plans and evaluate results. He also incorporates accepted learnings into his value and attitude system, all of which influences his behavior.

The Role of the Teacher in Curriculum Enrichment. The teacher has an important role to play in the area of curriculum enrichment. According to Stratemeyer:

Too little attention has been given to the real problems of our technological society--pressing problems of the balance use of natural resources; of means of achieving group decision and action on the part of labor and management, of different racial and religious groups, of political and social groups touching the outermost limits of the world; of achieving and maintaining the peace in an atomic age; of many other facets of our modern life. At various points in the process of curriculum change, problems such as these have remained outside the curriculum and attention has been focused on



learners working in new ways with curriculum content vaguely related to everyday life in our society.<sup>9</sup>

Values, then, that may be recognized by a teacher have much to do with the type of problem utilized in the classroom, how the problem arises and is solved; the setting, context of both the problem and the subject matter content. Among the most recent development in educational thinking, one of the most significant is the concept of the teacher as guide to the child in his growth and adaptive processes.

Hockett,<sup>10</sup> in his discussion "The Meaning of an Integrative Curriculum," states that the role of the teacher in the integrated curriculum is different from that which the old subject-centered curriculum imposed. The observance of Mother's Day and Christmas are real life experiences for every child. These observances are not always in accord with the intent of the occasions, but through formal teaching about origins of such days, the classroom teacher can aid in instilling certain positive values as they relate to character development.

The Teacher's function is best described, perhaps, as one of guidance. She is constantly needed, not to substitute her experience, her purpose, her evaluation, her thinking, her decision, for those of her pupils; but to lead them to their own. She must help them choose and carry out courses of action more thoughtfully, more wisely, more effectively,

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9. Florence B. Stratemeyer, Hamden Forkner, and Margaret G. McKim, Developing A Curriculum for Modern Living (New York: Teachers College, Columbia University), p. 7.

10. Hockett, Op. Cit., pp. 78-79.



and more successfully than they would without her guidance. Further, she guides boys and girls to recognize and formulate their own needs, interests, and purposes more clearly than they could be without her help. She stirs imagination and presents challenges when vision or initiative is lacking. She suggests new sources of help and new enterprises to try when progress seems blocked. She protects the individual from group pressure where this tends to become tyrannical. Likewise, she sees to it that obligations are undertaken only after careful consideration and then that responsibilities once assumed are satisfactorily fulfilled. These and other similar activities constitute the role of the teacher in the modern school.

Learning is recognized as a natural concomitant of the total environmental stimulus which evolves from broad learning experiences; that is, projects or consolidation of subject matter areas. This point of view is an extreme departure from the old faculty psychology which demands training for each specific function. It lends itself toward integration, in that education is portrayed as a vital, dynamic process which is part of the total pattern of conditioning to which the child reacts.

#### The Importance of Developing Values Through the Educative Process.

If progress is to be continued in the field of elementary education there must be a deep concern with both values and practices regardless of the various philosophies of education. A good school program is determined by its ethical values and its affectiveness in practices. The highest values of society should be reflected in an educational program. They should guide and direct the education of all American children. Inasmuch



as education is a program of social action toward goals that are based on a scale of values it is a challenge for teachers to use education as means to promote these values in American life.

The values our society seeks determine the goals of our school. By defining these values clearly, we discover what we want to accomplish and what methods will be appropriate.<sup>11</sup>

In doing so the school may carry out the following services according to the Educational Policies Commission:<sup>12</sup>

1. Help to develop those basic skills and that sturdy independence and initiative which will enable our citizens to attack the problems that face them and to press forward ever-improving solutions.
2. Strive for the discovery and full development of all the humane and constructive talents of each individual.
3. Emphasize social responsibility and the cooperative skills necessary to the progressive improvement of social institutions.

Emphasis is now placed on methods and materials of teaching that will most likely promote democratic values. There are certain principles of action which serve as guide posts in developing an assembling materials to be used in providing for growth in learning. As a good school is a place for excellent living, the principles of effective learning and the standards of ethics are combined to provide the common bases for teaching and learning. The suggestions which comprise Chapter IV are developed to guide and assist teachers in relating materials pertaining to holidays to the good in the child's present living, both in and out of school, and

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11. Educational Policies Commission, Op. Cit., pp. 324.

12. Ibid., p. 4.



with an ever-widening greater good in the world of which he is a part.

#### BASIS OF THE UNIT ORGANIZATION OF TEACHING

The organization of the setting for learning is important. The real center is not in the subject matter only, nor is it in just the learner. It is the setting for learning that plays a significant role in the teaching-learning process. The subject matter, the learner, the community and all of the persons and materials involved in education are included with all of these factors taken into account is the unit.

The term unit that is currently used for the newer methods of organizing teaching materials was first used in 1928 by Morrison.<sup>13</sup> He pointed out that there must be some external organization of subject matter and experiences which correlates with the integral learning products a learner is to achieve.<sup>14</sup> These products of learning according to Morrison are attitudes, understandings, skills, and appreciations. The achievement of these will constitute a change in the personality of the learner. He condemned fragmentary factional knowledge and memorized subject matter which often resulted from everyday teaching.

The first implications of the unit work were not fully understood as teachers attempted to teach by the unit method.

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13. Henry C. Morrison, The Practices of Teaching in the Secondary Schools. (Chicago: University of Chicago Press, 1931).

14. The external organization of subject matter and experiences for the pupils of Grade Two at the Douglass School will be adjusted to meet the individual differences of the pupils as revealed by a survey of their cultural backgrounds and the status of their behavior characteristics. These data are presented in detail in Chapter III.



What Morrison saw as one of the important outcomes namely; skill in reflective thought or problem-solving and the achieved ability to carry on self-dependent intellectual life--did not reappear strongly until Smith in 1950 presented the "process" unit, which stressed methods and patterns of thinking as outcomes.<sup>15</sup>

The term unit has gained in prominence and various kinds have been developed. The subject matter exponents produced the matter unit, the unit of learning, the unit of understanding. Likewise, they developed the typical, theme and survey units. In contrast with the subject center organizations there appeared the unit of work, the unit of behavior and finally the unit of experience.<sup>16</sup> Contemporary curriculum workers agree that it is necessary for fragmentary, piecemeal, disjunctive methods of traditional education be replaced by organizing the teaching materials by means of the unit.

The process unit did not receive much attention until 1950 when Smith re-emphasized that subject matter and experiences must be included in all learning.<sup>17</sup> Smith states:

The revolt against over-emphasis on formal subject matter was affected as much by the rise of the instrumental theory of logic as by the rise of the instrumental theory of logic as by the new psychology of child behavior. Further that patterns of thought and effective habits of thinking are basically important outcomes of learning. Therefore, the proper alternative to the subject matter units aim chiefly at substantive outcomes, derived from the subject matter through assimilative process. Process units aim

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15. William H. Burton, The Guidance of Learning Activities (New York: Appleton-Century-Crofts, Inc., 1952) pp. 389.

16. John A. Hockett and E. W. Jacobsen, Modern Practices in the Elementary School (Boston: Ginn and Company, 1943).

17. B. Othenel Smith, "The Normative Unit" Teachers College Record, Vol. 46 (January 1945), pp. 219-223.



chiefly at patterns and habits of thought, that is, process.<sup>18</sup>

The ultimate goal of the educative process is integration within the learner. Integration by the learner is facilitated by various conditions and situations. The ultimate aim of all units is to aid in integrating the total learning process for the pupils. The difference between units which are basically alike is in the point of emphasis upon processes of problem solving, generalizing, critical evaluation and other patterns of study and reflective thought serve as a basis for the source unit idea.

The source unit has grown out of the reaction of curriculum workers against planned courses of study and the pre-planned units. It is a technique which may be used by those who employ the unit approach in teaching. The source unit is not an outline of work. It is a compendium of suggestions, materials and aids for facilitating the teaching situation.

A source unit usually contains some analysis of the problem or topic under consideration to show its relationship to common and recurrent problems of children and of society. It may include lists of pupil needs and interests which may give rise to the study of the problem, and lists of desirable changes in pupil behavior which may be affected by the study. Thus, the heart of a source unit is usually a list of possible activities and experiences designed to influence changes in behavior. There may also be a bibliography of helpful materials and suggestions for evaluation.<sup>19</sup>

Although the source unit idea was designed originally to assist high school teachers in their work with pupils, it has been proved worthwhile for elementary teachers in planning learning experiences for unit teaching.

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18. Ibid., pp. 222.

19. Mildred Biddick, "The Preparation and Use of Source Units" (New York: Progressive Education Association, 1937) p. 3.



## CHAPTER III

### PRESENTATION AND INTERPRETATION OF DATA

Character education must be built out of the discoveries of science.

Skinner and Harriman say:

The most important scientific findings for this purpose are those that relate to the mental and physical growth of the child... We must believe that the child will develop character by facing and solving problems on his own level which have to do with achieving the greatest good for himself and his group.<sup>1</sup>

Therefore, in order to ascertain specific information concerning the children included in this study, the writer executed three instruments, namely:

1. The California Test of Mental Maturity--Primary Edition
2. The Gray-Votaw-Rogers General Achievement Test--Primary Test
3. A checklist for observing character traits.

This chapter will be confined to the analysis and interpretation of the data thus secured.

#### THE CALIFORNIA TEST OF MENTAL MATURITY

The California Test of Mental Maturity, a group test designed to present a diagnostic evaluation of the various mental abilities and capacities of the pupil was administered to thirty-one pupils of Grade Two of the Douglass School. The test consists of five distinct sections or factors: Memory, Spatial Relationships, Logical Reasoning, Numerical

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1. Charles E. Skinner, et. al., Child Psychology (New York: The McMillan Company, 1946), p. 261.



Reasoning, and Verbal Concepts. Each test section is divided into two or more sub-tests which measure a specific ability. The sub-test sections: delayed recall, inference, numerical quantity (sub-test 11), and verbal concepts constitute the language test data which are useful in indicating how well the pupil understands relationships expressed in words. The remaining sub-tests constitute the non-language test data which indicates how well the pupil understands relationships among things or objects when no language or a minimum amount of language is involved.<sup>2</sup>

From an interpretation of the scores made by thirteen boys and eighteen girls of Grade Two, the intelligence grade placement and intelligence quotients of the pupils were determined.

The Language Factor.<sup>3</sup> The factor scores which constitute the language aspect of the test are delayed recall, numerical reasoning, logical reasoning, and vocabulary.

The delayed recall factor is a test of auditory verbal memory of the intentional learning type. The numerical reasoning score, as related to the language factor of the test, purports to measure understanding of relationships as expressed in words. The logical reasoning score, as related to the language factor of the test, is designed to measure the ability of the pupil to reach meaningful conclusions. The vocabulary score measures the capacity of the pupil to understand and profit from his experiences.

The analysis of the data regarding the status of thirteen boys and eighteen girls with respect to their several age characteristics are pre-

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2. Manual, California Test of Mental Maturity, Primary Grades, 1-2-3, 1951 Edition, pp. 2-3.

3. Ibid., p. 8.



sented in Table I.

The mean chronological ages of the boys and girls were 96.8 and 96.5 months, respectively. The median chronological ages were 94.0 and 95.5 months, respectively. In terms of their performance on the California Test of Mental Maturity the boys were accelerated in mental age as it related to language-factor performance. There was reflected wide variability of intelligence among the boys. The median mental age was less than the mean mental age. The significance of this variability has implications for varying and adjusting the instructional techniques within the group. The data reflected a noticeable difference with respect to the mental ages of the boys as they relate to non-language factors. There was less mental development in the areas of non-language performance.

The age characteristics of the girls were slightly opposite to those of the boys. In no instance did the mean mental ages of the girls--total factors, non-language factors, nor language factors--equal the mean chronological age. A great number of girls had lower mental ages as they relate to non-language factors than did boys, although the mean non-language factor mental age was greater than that for the boys.

The mean mental age of the girls as it related to the language factor was 91.7 months (7-7.7); as related to the non-language factor, it was 94.4 months (7-10); The median age for language factor was 91.0 months 9(7-7); the median age for non-language factor, 75.4 months (6-4).

The several age characteristics of the pupils lead to these generalizations:

1. As a group the boys ranged from normality to acceleration in



the language aspect of aptitude or capacity; but in the non-language aspect of performance there was a degree of retardation.

2. As a group the girls were slightly inferior to the boys in the language aspect of aptitude or capacity; but in the non-language aspect of performance the girls were slightly superior to the boys.

TABLE I  
THE SEVERAL AGE CHARACTERISTICS OF THE PUPILS IN  
TERMS OF THEIR PERFORMANCE ON THE CALIFORNIA  
TEST OF MENTAL MATURITY

		Boys	Girls
Mean	C. A.	96.8(8-1)	96.5(8-1)
Median	C. A.	94.0(7-10)	95.5(8-0)
<u>Mean</u>	<u>M. A.</u>		
	Language Factors	99.0(8-3)	91.7(7-7.7)
<u>Median</u>	<u>M. A.</u>		
	Language Factors	94.0(7-10)	91.0(7-7)
<u>Mean</u>	<u>M. A.</u>		
	Non-Language Factors	77.2(6-5)	94.4(7-10)
<u>Median</u>	<u>M. A.</u>		
	Non-Language Factors	82.0(6-10)	75.5(6-4)

A second approach to the analysis and interpretation of the performance of the pupils on the California Test of Mental Maturity is presented in terms of percentile ranks and verbal descriptions. In terms of percentile scales, Jurgenson has formulated the following verbal descrip-



tions of test performances:<sup>4</sup>

<u>Verbal Scale</u>	<u>Percentile Scale</u>
Very low-----equivalent to---	7 & below
Low-----equivalent to---	32 ----8
Average-----equivalent to---	70----33
High-----equivalent to---	92----71
Very High-----equivalent to---	99----93

The data are presented in Table II.

The range in percentile rank of the eighteen girls was from 5 to 80. Considering a percentile score from 33 to 70 inclusive, as representing average performance; twelve girls reflected average performance and one girl ranked high in performance. The range in percentile rank of the thirteen boys was from 1 to 99. Of this number three boys reflected average and four boys superior of the pupils.

In terms of mental age based on the language factors, the data reveal the following: mean mental age for girls 91.7 months (7-7.7); for boys: 99 months (8-3). The median mental age for girls was 91 months (7-7); for boys: 94 months (7-10); for boys and girls, 91 months (7-7).

The non-language factor. The factor scores which constitute the non-language aspects of the test are: immediate recall, spatial relationships, logical reasoning as presented pictorially, and numerical reasoning.

The range in percentile rank of the girls in consideration of non-language factors scores in comparison with the ranks which were developed in the developing of the test norms was from 1 to 60. Only three of the

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4. Clifford E. Jurgensen, Standard Profile Chart (Minneapolis: Educational Test Bureau, 1947 The University of Minnesota.)



girls reflected average performance. The range for boys was from 1 to 99. Two of the boys achieved average performance.

TABLE II

STATISTICAL ANALYSIS AND INTERPRETATION OF PUPIL  
PERFORMANCE ON THE CALIFORNIA TEST OF MENTAL MATURITY IN TERMS OF PERCENTILE RANKS AND VERBAL DESCRIPTIONS

Test Factors and Interpretation	Boys	Girls
<u>Range of Percentile Ranks</u>		
Language Factor	1-99	5-80
Number:		
Very low	2	2
Low	4	3
Average	3	12
High	1	1
Very High	3	0
Non-Language Factor	1-99	1-60
Number:		
Very low	4	5
Low	7	10
Average	2	3
High	0	0
Very High	0	0
Total Mental Factors		
Number:		
Very low	2	5
Low	6	8
Average	5	5
High	0	0
Very High	0	0



The third approach to the analysis of the intelligence of the pupil quotients and intelligence grade placement. The test provides for an interpretation of the pupil's scores in terms of a language factor intelligence quotient, a non-language factor intelligence quotient, and an intelligence quotient based upon the total mental factors. This is one of the best methods ever devised for the determination of the intelligence quotient.

For the thirteen boys the mean language factor intelligence quotient was 101; the mean non-language factor intelligence quotient was 80; and the intelligence quotient based upon total mental factors was 93. For the eighteen girls the mean language factor intelligence quotient was 93; the mean non-language factor, 80; and the intelligence quotient based upon total mental factors was 87.

The range in intelligence quotients for the boys with respect to the language factors was from 60 to 144; for girls, from 67 to 113. In consideration of non-language factors the intelligence quotients ranged from 54 to 96 for boys and from 61 to 103 for girls. The intelligence quotients based upon total mental factors ranged from 63 to 106 for girls and from 57 to 106 for boys.

The intelligence grade placement of the individual pupils was established from the median mental ages of respective actual grade placements of the population computed in standardizing the test. On basis of total mental factors the intelligence grade placements of the boys ranged from 0.0 to 3.2; for girls the range was from 0.1 to 3.4.



The reactions of eighteen boys and thirteen girls of Grade Two of the Douglass School to the items of the California Test of Mental Maturity justify the following generalizations: Understanding the status of the maturity of pupils is prerequisite to the successful teaching of them. It is essential that a classroom teacher should have knowledge of the individual aptitudes and weaknesses of each pupil of a learning group if the individualization of the teaching learning situation is to be achieved. An identification of the abilities and disabilities of the pupils will facilitate a differentiated treatment for the individual pupils.

The reactions of the pupils to the verbal material of the test suggests that environmental stimulation and learning opportunities in formal classroom teaching were favorable. On the other hand pupil reaction to the non-language material and activities involved in the testing suggests a need for more experiencing of the pupils in certain aspects of thinking and in purposeful activities which are of problem solving nature.

The variations in intelligence grade placement will be compared with the educational grade placements of the pupils as measured by their performances on the Gray-Votaw-Rogers Achievement Test.

#### PRIMARY TEST: FORM R: GRADE 1-3

The Gray-Votaw-Rogers Primary Test. The Gray-Votaw-Rogers Primary Tests measure achievement in three tool subjects: reading, spelling and arithmetic. Two aspects in reading were measured--comprehension and vocabulary. The measurement of reading comprehension for the girls showed an educational grade placement ranging from 1.2 to 3.9; for the boys,



from 1.0 to 3.9; for the combined group: from 1.0 to 4.1.

The median grade placement in reading vocabulary for girls was 2.8; for boys 2.8; for the combined group 2.8. The mean grade placement in reading vocabulary for girls was 2.7; for boys: 2.6; for the combined group, 2.7.

For spelling the range of performance for girls in terms of educational grade placement was from 2.4 to 3.8; for boys, from 2.3 to 3.8 for the combined group, from 2.3 to 3.8. The median educational grade placement in spelling for girls was 3.0; the mean, 3.0. For the boys the median educational grade placement in spelling was 2.9; the mean, 2.9. For the combined group the median and mean educational grade placements in spelling were 2.9 and 3.0 respectively.

For Arithmetic reasoning the range in educational grade placement for boys extended from 1.2 to 3.5; for girls, from 1.9 to 3.9; for the combined group 1.2 to 3.9. The mean educational grade placement in arithmetic reasoning for boys was 2.8; for girls 2.8; for the combined group 2.8. The median grade placements for boys, girls, and the combined group were 2.8, 2.7, and 2.7 respectively.

In Arithmetic Computation the range in educational grade placement for boys extended from a low of 1.5 to a high of 3.3. For girls the range extended from 1.3 to 3.3. The mean educational grade placement for boys was 2.3; for girls, 2.4. The median educational grade placement for boys was 2.1; for girls, 2.5. For both groups 2.3.

The total educational grade placement of the twelve boys and twenty-one girls who took the Gray-Votaw-Rogers Primary Test, in terms of central tendencies was an average of 2.6.



The range in educational grade placement for the group extended from 1.5 to 3.5. The status of the pupils in terms of educational grade placement on basis of their performance on the Gray-Votaw-Rogers Test is shown in Tables III and IV respectively.

TABLE III

STATISTICAL INTERPRETATION OF THE PERFORMANCE OF BOYS OF GRADE TWO ON THE GRAY-VOTAW-ROGERS ACHIEVEMENT TEST: FORM R, GRADES 1 - 3

Grade Equivalent	Reading		Spelling	Arithmetic		Total Grade Placement
	Compre- hension	Vocabu- lary		Reasoning	Comput- ing	
4.0-4.4						
3.5-3.9	2	2	1	1	1	1
3.0-3.4	5	2	2	4	1	3
2.5-2.9	1	3	7	4	3	6
2.0-2.4	1	3	1	2	6	1
1.5-1.9	1			1	2	1
1.0-1.4	1	2		1		
0.0-0.9						
Total	12	12	12	12	12	12
Range	0.0 to 3.6	1.0 to 3.9	2.3 to 3.8	1.2 to 3.5	1.5 to 3.3	1.5 to 3.5
Median	3.0	2.8	2.9	2.9	2.1	2.7
Difference	/0.2	/0.0	/0.1	/0.1	-0.7	-0.1

Note: (/) signifies acceleration over school grade placement; (-) signifies retardation in subject matter achievement in relation to school grade placement.



TABLE IV

STATISTICAL INTERPRETATION OF THE PERFORMANCE OF GIRLS OF GRADE TWO ON  
THE GRAY-VOTAW-ROGERS ACHIEVEMENT TEST: FORM R, GRADES 1-3

Grade Equivalent	Reading		Spelling	Arithmetic		Total Grade Place- ment
	Compre- hension	Vocabu- lary		Reason- ing	Comput- ing	
4.5-4.9				1		
4.0-4.4		1				
3.5-3.9	2	4	1	1		1
3.0-3.4	4	4	11	3	2	4
2.5-2.9	3	4	8	14	9	8
2.0-2.4	4	3	1	1	7	7
1.5-1.9	3	2		1	2	1
1.0-1.4	4	3			1	
0.5-0.9	1					
0.0-0.4						
Total	21	21	21	21	21	21
Range	0.9 to 3.5	1.0 to 4.1	2.4 to 3.8	1.9 to 4.5	1.3 to 3.3	1.9 to 3.5
Median	2.0	2.8	3.0	2.7	2.5	2.6
Difference	-0.8	0.0	/0.2	-0.1	-0.3	-0.2

Note: (/) signifies acceleration in achievement in relation to school grade placement; (-) signifies retardation in subject matter achievement in relation to school grade placement.



Relation between mental maturity and educational achievement. In order that the relation between the maturity of the pupils and their school achievement might be made clear there were developed two tables which present visual comparisons of the status of the pupils in terms of percentile rank, intelligence quotient, and grade acceleration or retardation with respect to school grade placement intelligence grade placement and educational grade placement.<sup>5</sup> The chronological and mental ages are likewise paired and the degree of age acceleration computed.

In terms of percentile rank, intelligence quotient, and ratio of achievement in terms of school grade placement intelligence grade placement and educational grade placement Table V was developed. In terms of chronological age, mental age, age acceleration or retardation, intelligence grade placement, and educational grade placement, Table VI was developed.

The data presented in Table V were developed from computations by Clark.<sup>6</sup>

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5. The selection of pupils for the paired comparisons was determined by the number who performed on both the California Test of Mental Maturity and the Gray-Votaw-Rogers Achievement Test. Two boys who took the California Test of Mental Maturity were absent from school when the Gray-Votaw-Rogers Achievement Test was administered. Five of the girls who took the Gray-Votaw-Rogers Achievement Test were absent when the California Test of Mental Maturity was administered. Therefore, the paired statistics are confined to eleven boys and sixteen girls.

6. Fay Adams, Educating America's Children, p. 144.



Of the eleven boys whose various grade placements have been computed, three were accelerated from each of the three categories listed; only two boys showed retardation from each category. It is significant that these two pupils were highest in intelligence. All of the other boys were accelerated in school grade placement. With the exception of two, all boys showed retardation as measured by their respective intelligence grade placements.

Of the sixteen girls whose various grade placements were enumerated, none were accelerated from each of the three categories listed. Two girls showed retardation from two categories listed. It was observed that the one who ranged highest in intelligence showed retardation as to school grade placement; but accelerated in the other aspects of grade placement. The girls who were lowest in intelligence showed acceleration in educational grade achievement. Of the two girls whose intelligence quotient justifies above average achievement, both were four months retarded in educational grade placement; the other was two months accelerated in intelligence grade placement and one month accelerated in educational grade placement. Pupils with the lowest intelligence quotients showed the greatest acceleration in educational grade placement.



TABLE V

RELATION BETWEEN PERCENTILE RANK, INTELLIGENCE QUOTIENT, AND EDUCATIONAL ACHIEVEMENT OF ELEVEN BOYS  
AND SIXTEEN GIRLS

The Pupil	Percentile Rank	Intelligence Quotient	Grade Placement			Grade Acceleration		
			School	Intelligence	Educational	School	Intelligence	Educational
Ab	4	82	2.8	2.6	2.7	<del>1.8</del>	<del>1.6</del>	<del>1.7</del>
Bb	75	104	2.8	2.7	2.7	-0.2	-0.3	-0.3
Cb	10	89	2.8	1.9	2.9	<del>0.4</del>	-0.5	<del>0.5</del>
Db	8	88	2.8	1.8	3.1	<del>0.6</del>	-0.4	<del>0.9</del>
Eb	5	84	2.8	1.6	3.1	<del>1.0</del>	<del>0.8</del>	<del>1.5</del>
Hb	20	94	2.8	3.2	3.5	<del>0.2</del>	<del>0.6</del>	<del>0.9</del>
Ib	-1	57	2.8	0.0	1.5	<del>1.3</del>	<del>1.5</del>	-
Jb	1	75	2.8	0.9	2.7	<del>1.3</del>	-0.6	<del>1.2</del>
Kb	3	77	2.8	0.9	2.5	<del>1.2</del>	-0.6	<del>1.0</del>
Lb	-1	67	2.8	0.9	2.1	<del>1.3</del>	-0.6	<del>0.6</del>

(Continued on next page)

Table V should be read and interpreted as follows: Pupil "Ab" with a percentile rank of 4 and an I. Q. of 82 has a school grade placement of 2.8; his performance on the California Test of Mental Maturity reflected an intelligence grade placement of 2.6; his performance on the Gray-Votaw-Rogers Test reflected an educational grade placement of 2.7. According to differences in achievement to be expected in the light of a given intelligence quotient, pupil "Ab" is accelerated in school grade placement, intelligence grade placement and educational grade placement.



TABLE V (CONTINUED)

Mb	83	106	2.8	3.2	2.9	-0.4	-	0.5
Af	20	94	2.8	2.0	2.4	<del>/0.2</del>	-	<del>/0.1</del>
Bf	4	82	2.8	1.7	3.3	<del>/1.8</del>	-0.1	<del>/1.5</del>
Cf	-1	74	2.8	0.9	1.9	<del>/1.4</del>	-0.5	<del>/0.4</del>
Df	83	106	2.8	3.4	3.5	-0.4	<del>/0.2</del>	<del>/0.1</del>
Ef	-1	73	2.8	0.5	2.5	<del>/1.4</del>	-0.9	<del>/0.9</del>
Ff	5	84	2.8	1.8	2.9	<del>/1.0</del>	-	<del>/1.1</del>
Gf	20	94	2.8	2.9	2.4	<del>/0.2</del>	<del>/0.1</del>	-0.2
Hf	-1	63	2.8	0.1	2.0	<del>/1.3</del>	-1.4	<del>/0.5</del>
If	12	90	2.8	1.8	2.8	<del>/0.4</del>	-0.6	<del>/0.4</del>
Jf	3	79	2.8	1.6	3.2	<del>/1.2</del>	-	<del>/0.1</del>
Kf	6	91	2.8	1.6	2.3	<del>/0.4</del>	-0.8	-0.1
Lf	7	92	2.8	2.0	2.7	<del>/0.3</del>	-0.5	<del>/0.2</del>
Mf	-1	72	2.8	0.9	3.0	<del>/1.5</del>	-0.6	<del>/1.5</del>
Nf	18	93	2.8	2.1	2.6	<del>/0.2</del>	-0.5	-
Of	7	86	2.8	1.8	3.1	<del>/0.8</del>	-0.2	<del>/1.1</del>
Pf	6	91	2.8	1.9	2.7	<del>/0.4</del>	-0.5	<del>/0.3</del>



The performances of twenty-seven boys and girls who took both the California Test of Mental Maturity and the Gray-Votaw-Rogers Achievement Test have been presented in Table VI. The statistics reveal the degree of acceleration or retardation in terms of chronological and mental ages, and show the educational and intelligence grade placements as revealed by their performances on the two objective tests.

According to Chamberlain and Kindred<sup>7</sup> there is an eighteen months range in the span of normalcy in grade achievement. Then, the status of educational grade placement of the twenty-seven pupils reflects retardation in school achievement of one pupil only. On the other hand, the status of intelligence grade placement reflects a retardation in aptitude or intelligence of twelve pupils.

It appears, therefore, that certain factors operating in the out-of-school situations influenced the mental maturation of the pupils. The implications which emerge for teaching are that the pupils are of average achievement and there appears no specific handicap in the approach to providing an enrichment in the offerings which should characterize the units on highdays and holidays.

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7. Leo M. Chamberlain and Leslie W. Kindred, The Teacher and School Organization. (New York: Prentice-Hall, Inc., 1949). p. 418.



TABLE VI  
 AGES, GRADE PLACEMENT, AND EDUCATIONAL ACHIEVEMENT  
 OF ELEVEN BOYS AND SIXTEEN GIRLS

The Pupil	Ages		Accele- ration	Education- al Grade Placement	Intelli- gence Grade Placement
	Chronological	Mental			
Ab	9-5	7-9	-(1-8)	2.7	2.6
Bb	7-7	7-11	/(0-4)	2.7	2.7
Cb	8-0	7-1	-(0-11)	2.9	1.9
Db	7-7	7-0	-(0-7)	3.1	1.8
Eb	7-11	6-8	-(1-3)	1.8	1.6
Hb	7-10	8-5	/(0-7)	3.5	3.2
Ib	7-10	4-6	-(3-4)	1.5	0.0
Jb	7-10	5-11	-(1-10)	2.7	0.9
Kb	7-8	5-11	-(1-9)	2.5	0.9
Lb	8-10	5-11	-(2-11)	2.1	0.9
Mb	7-11	8-5	/(0-6)	2.9	3.2
Af	7-7	7-2	-(0-5)	2.4	2.0
Bf	8-4	6-10	-(1-6)	3.3	1.7
Cf	8-0	5-11	-(2-1)	1.9	0.9
Df	8-2	8-8	/(1-4)	3.5	3.4
Ef	7-8	5-7	-(2-1)	2.5	0.5
Ff	8-4	7-0	-(1-4)	2.9	1.8
Gf	8-8	8-2	-(0-6)	2.4	2.9
Hf	7-11	5-1	-(2-10)	2.0	0.1
If	7-8	6-11	-(0-9)	2.8	1.8



Jf	8-5	6-8	-(1-9)	3.2	1.6
Kf	7-5	6-8	-(0-9)	2.3	1.6
Lf	7-9	7-2	-(0-7)	2.7	2.0
Nf	8-3	5-11	-(2-4)	3.0	0.9
Of	7-10	7-3	-(0-7)	2.6	2.1
Pf	8-1	7-0	-(1-1)	3.1	1.8
Qf	7-9	7-1	-(0-8)	2.7	1.9

NOTE: Retardation between mental and chronological ages is noted as negative acceleration.

#### DATA PERTAINING TO OBSERVABLE CHARACTER TRAITS

The development of an individual's moral standards and moral conduct is influenced by factors as varied and as complex as those which influence all aspects of a child's growth and development. Jersild says:

On the intellectual side, moral conduct requires knowledge of standards and the ability to perceive the situations to which they apply. On the social and emotional sides, moral conduct is influenced by emotional factors in the individual's private life and all the innate and acquired dispositions that determine his relations with his fellows.<sup>8</sup>

Thus, the following data regarding the subjects of this study involve many factors which influence the character development of a child.

The data were secured by the execution of a checklist for observing character traits of children. As observation is one of the highly recommended methods used in studying children, the writer proceeded to observe the thirty-five children in her classroom throughout the 1953-54

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8. Arthur T. Jersild, Child Psychology, (New York: Prentice-Hall, Inc., 1947), p. 443.



school year in the light of the (1) home-school cooperation, (2) character traits, (3) the child's home situation, and (4) maladjustment symptoms.

#### HOME-SCHOOL COOPERATION

The more the relationship between education and successful living is realized, the more obvious it becomes to teachers that the interests and responsibilities connected with the character education of the child is a joint affair of the school and home and consequently should be shared. Reavis contends:

If the health, the citizenship, the safety, the leisure pursuits and the spiritual and aesthetic needs are the responsibilities of both home and school, it is inescapable that parents and teachers working together with the child ought to be able to discharge their responsibilities better than they possibly could working separately.<sup>9</sup>

The data on home-school cooperation revealed that nineteen of the thirty-five children of the second grade of the Douglass school were in regular attendance at school; six attended fairly regularly; while ten were below the average in attendance. All thirty-five of the children experienced their second year of school group participation. Likewise all of the children had only been in attendance at the Douglass school. The fact that the group has remained constant reveals that there was an excellent opportunity for good human relations to be developed among the children.

The data further revealed that the age status of the group, on a whole, was on the average. There were no children too old for the age

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9. William C. Reavis, et. al., Administering the Elementary School. (New York: Prentice-Hall, Inc., 1953) p. 546.



group of the average second grader and only three were younger.

Apparently, the writer has known the majority of the children in this particular group since they have been of school age. However, the data also revealed that the writer knew all but one child even before they entered school.

Data pertaining to the length of time the writer has known each child personally are reflected in Table VII.

TABLE VII  
LENGTH OF ACQUAINTANCE WITH CHILDREN UNDER OBSERVATION

Years	Number	Per cent
8	4	11.42
5	3	8.57
2	12	34.28
1	15	42.85
0	1	2.86

This is indicative of close contact between the school and home which should result in better home-school cooperation.

On the other hand, the data revealed that there were twelve homes in which the writer had not visited at all. These data are reflected in Table VIII.



TABLE VIII  
HOME VISITATIONS

Visitations	Number	Per cent
Not at all	12	34.28
Once	12	34.28
Twice	6	17.14
Several Times	5	14.28

Personal conferences with parents of the children observed had been made. All thirty-five of the fathers had been interviewed concerning the general welfare of their children and nineteen mothers had welcomed a conference concerning their children's general behavior and conduct. Reavis says:

The conference on pupil progress provides a good beginning for meeting of parents with teachers and for acquainting the parent with his role in the educational program. However, the problem of guiding the pupil democratically in day by day living calls for many kinds of conferences. In these, the pupil who is always the most effective link between the home and the school: is made a partner of the parent and the teacher.<sup>10</sup>

Such media as teacher visitations into the homes and teacher-parent conferences provide excellent opportunities to discuss behavior patterns of children which reflect character traits. Educational and psychological records of the children included in this study have not been available until the current school year, 1953-54. The data from such records are

10. Ibid., p. 550.



included in this chapter.

### CHARACTER TRAITS

Character is one of the most specific aspects of personality and its development is a major task of the school:

Character development has been looked upon as a matter of acquiring certain traits, habits, factors, patterns, or even acquiring a certain kind of self...Each of these traits is often taken in the sense of an absolute. Traits or virtues are relative to the conditions under which the child lives. If traits or virtues are taken as absolute standards, there may be many situations when such action would be positively immoral.<sup>11</sup>

The writer does not adhere to the theory of character traits being based upon absolute standards. Instead, the data reflected in Table IX are based on observations of children in their attempts to adjust to their surroundings and to their social environments.

Among the observable traits in the boys and girls of this particular group, honesty, truthfulness, loyalty, obedience, and cooperation were exhibited to a great extent. Persistence, service, and adaptability were exhibited in the majority of the boys and girls to some extent. The data therefore indicates that undersirable character traits were observed in very few instances.

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11. Skinner et. al., Op. Cit., p. 255.



TABLE IX

## CHARACTER TRAITS EXHIBITED IN CHILDREN

Observable Character traits	BOYS				GIRLS			
	To a great extent	To some extent	Very little	Not at all	To a great extent	To some extent	Very little	Not at all
Self-control	3	9	1		5	16	1	
Persistence	2	10	1			21	1	
Service	2	10	1			15	3	
Unselfishness	5	6	2		5	10	4	
Loyalty	7	5	1		11	10	1	
Honesty	9	3	1		16	5	1	
Truthfulness	9	2	2		14	7	1	
Cooperation	6	6	1		9	10	1	
Dependability	6	6	1		9	12	1	
Adaptability	2	10	1		5	17		
Self-reliance	4	8	1		6	16		
Obedience	6	6	1		11	10	1	



## THE CHILD'S HOME SITUATION

The first social institution to affect the development of the child is the home. Educators are of the opinion that the influences of the home in character development can hardly be over emphasized. Breckenridge and Vicent say:

The child gets its heredity from his parents. He also gets his and most important environment from them. Unless his life is unusual, the child, upon entering school, knows little aside from what his home teaches him in the way of emotional reactions, of standards of behavior, of patterns of daily living with all that this implies in the setting of attitudes toward...life in general. If his neighborhood offers free play with other children...he may catch their standards of behavior and thus begin the process of intelligent judgment of standards; and he will have begun his social adjustments.<sup>12</sup>

Hence, it is obvious that the child's home may influence the development of character as well as good citizenship.

Breckenridge and Vincent further contend that the bases for good moral growth are:

1. As good physical health as possible
2. Emotional security, a sense of being loved and wanted, of companionship and sharing
3. Adequate occupation and avenues for the expression of adventure and excitement
4. Continued discipline and self-control...
5. Continually widening horizons so that the ability to know, to tolerate, to sympathize, to understand, and, therefore, to

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<sup>12</sup>. Marian E. Breckenridge and E. Lee Vincent, Child Development (Philadelphia: W. B. Saunders Company, 1951), p. 175.



genuinely consider the rights and privileges of other people will constantly develop.

6. The inspiration to desire the right strongly enough to find sincere satisfaction in doing it.<sup>13</sup>

Position among siblings. Siblings play a special role in the lives of children. Younger children offer their older brother or sister an opportunity to develop a sense of responsibility and protection. The older child feels a sense of pride in growing up and having more knowledge of the world than the younger ones. The position of a child among the siblings in a family may influence, to a great extent, the development of a child and how he reacts in situations which involve the display of character traits.

Siblings may be a source of difficulty for one another. They may be in competition for parental attention and affection, and often a feeling of hostility toward one another or the feeling of parental rejection become sources of serious trouble. Table X reflects the position of the children included in this study among other siblings in their family groups.

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13. Ibid., p. 489.



TABLE X  
POSITION AMONG SIBLINGS

Position	NUMBER	
	Boys	Girls
First	6	10
Secend		4
Third	3	3
Fourth		1
Fifth	2	1
Sixth	2	
Seventh		3

Parent-Parent Relationship. The child tends to reflect the conditions and circumstances of the home. If the parents are maladjusted or unhappy, the child may never have an opportunity to develop a wholesome personality which may be closely linked with character. The data on parent-child relationship revealed that the attitude existing between eighteen parents was indicative of unit; while, fourteen parents showed division in respect to home relationships. No responses were given for such attitudes as indifference, sarcasm, moodiness, and derogation. Some of the attitudes are so closely associated, that it is difficult to make a differentiation. The data concerning parent-child relationship are reflected in Table XI.



TABLE XI  
PARENT-CHILD RELATIONSHIP

Attitudes	Number
Together	18
Apart	14
Cooperative	4
Derogative	-
Optimistic	1
Moody	-
Sarcastic regarding each other	-
Attitude of indifference with respect to each other	-
Strong mutual loyalty between each other	4

Parent-Child Relationship. Some parents are unambitious for their children; others are overambitious. Back of a problem child is a problem home; back of a child who possesses wholesome attitudes is a wholesome home. Parent-child relationships are very important in character education. Character education requires ingenuity and foresight on the part of parents. They must be alert to seize all opportunities which lend themselves to moral growth. The data reveal that the parents of fourteen girls and seven boys exhibit attitudes of indifference toward their children. Eight girls seemd to live in an atmosphere of over-protectiveness; while the parents of six boys seemed to show an attitude of over-protect-



iveness. The causes of these over-protective attitudes are reflected in Table XII.

TABLE XII  
CAUSES OF OVER-PROTECTIVE ATTITUDES OF PARENTS

Causes	NUMBER	
	Boys	Girls
Family lost a child	-	-
Child is handicapped	-	-
Child is sickly		2
An adopted child		1
Parents are rather old	-	-
Over-ambitious for the child	6	5

The relationship that may exist between parents and children in many homes are of such a nature that children undergo many "stresses" and "strains" because of these unwholesome relationships and attitudes many children show symptoms of maladjustment which may cause undesirable character traits to be developed.

Personality status of parents. The strongest personality features of the parents of the children included in this study were observed. The most outstanding observable personality defects were also considered. The data in Tables XIII and XIV reflect these observations. Considering the rank order of the strongest features in the character of the fathers, honesty ranked first for four fathers; while honesty ranked first for eight mothers. Dependability and kindness ranked second with both parents;



however unselfishness also ranked second with the mothers.

Excessive consumption of alcoholic beverages ranked first as the outstanding observable defect in the character of both parents. The data also revealed that smoking ranked high among the mothers. Indifference ranked second for both mothers and fathers; while dependency and neglect ranked third for the fathers.

TABLE XIII  
STRONGEST FEATURES IN CHARACTER OF PARENTS

Feature	Father	Mother
Honesty	4	8
Dependability	3	5
Kindness	3	6
Truthfulness	2	2
Loyalty	1	4
Cooperation	1	2
Persistence	1	1
Unselfishness	-	5
Indifference	-	1
Self-reliance	1	

The presentation was made on bases of rank order of character traits of fathers.



TABLE XIV

## OUTSTANDING DEFECT IN CHARACTER OF PARENTS

Defect	Father	Mother
Drinking	5	4
Smoking	0	4
Indifference	3	2
Dependency	2	0
Neglect	2	0
Gambling	2	0
Poor Health	0	1
Non-cooperativeness	0	1
Dishonesty	1	0
Child desertion	1	1

Status of Parent's Health. The data pertaining to the status of the health of the parents are reflected in Table XV. Twenty-seven fathers and twenty-eight mothers seemed to have average health. There were only two fathers and four mothers that considered their health as below average.



TABLE XV  
STATUS OF HEALTH OF PARENTS OF THE  
THIRTY-FIVE CHILDREN INCLUDED  
IN THE STUDY

Status	Father	Mother
Average	27	28
Below Average	2	4

Occupation of Parents. The occupation of the parents of the children are shown in Table XVI. Ten fathers engage in farming only as an occupation. The majority of the fathers engage in some form of public work, however, two fathers are teachers and one father is making the Army his career.

The majority of the mothers are housewives. There were nine mothers who engaged in domestic work while one said she was a farmer, one a common laborer at a defense plant, and one said she sold cosmetics. Studies reveal that the occupation of parents has a direct bearing on character.

Kuhlen and Thompson say:

We find significant differences in honesty between children whose parents are engaged in the professional occupations and children whose parents are unskilled laborers. We take this to indicate that the general social and economic background of the child is an important factor in his honesty. It is also an important factor in his social attitudes and opinions, and also in his knowledge of right and wrong.<sup>14</sup>

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<sup>14</sup>.Raymond C. Kuhlen and George G. Thompson, Psychological Studies of Human Development, New York: Appleton-Century-Crofts, Inc., 1952, p. 319.



TABLE XVI  
 OCCUPATION OF PARENTS OF THE  
 THIRTY-FIVE CHILDREN INCLUDED  
 IN THE STUDY

Occupation	Father	Mother
Teacher	2	
Soldier	1	
Tailor	1	
Maid		6
Unemployed	1	
Basket Maker	1	
Farmer	10	1
Cosmetic Agent		1
Cook	1	3
Minister	1	
Housewife		21
Battery Checker	1	
Common Labor	3	1
Machinist	1	
Steelmill Worker	6	

The parents of the children included in the study have stable homes. The data reveal that the families did not move about and the majority of them own their own homes. The families may be considered on a whole in



the lower middle class.

### MAJADJUSTMENT SYMPTOMS

According to Torgerson:

Unsocial tendencies or behavior traits are the results of unfortunate environmental forces in the home, in the community, and in the school...An environment which denies the child the opportunity to succeed or to receive social approval produces conflicts which result in unsocial behavior traits and a crippled personality.<sup>15</sup>

Many maladjustment symptoms in children are traceable to environmental situations. Character is also developed in genuine life situations in which children acquire desirable traits through the satisfaction they find in doing the right thing. Studying the conduct of children and how they react in certain situations represent a new approach to character training. It gives promise of attainment that will be beneficial to a school program that fosters character education. The following data were secured from observing the general behavior patterns of the thirty-five second grade children of the Douglass School. The writer hopes that its objectivity will supplant the guess work or even supposition which often enters into gathering data.

Tensions observable in children. The data in Table XVII reflect nervous tensions which exist in some of the children. Such behavior as stuttering, nailbiting, restlessness and insomnia are signs of nervous

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15. Theodore L. Torgerson, Studying Children (New York: The Dryden Press, 1947), p. 26.



tensions. The general behavior may be affected by these. Restlessness seemed to be exhibited to a marked degree by only one boy yet it was exhibited moderately by four boys and slightly by five boys. Among the girls restlessness was observed moderately in nine girls and slightly in six girls.

Stuttering is observable in eight boys and nine girls. It is markedly observable in four girls, while only slightly or moderately observable in the remaining thirteen boys and girls. Nail-biting is exhibited by twenty-two of the thirty-five children. None of them bite their nails to a marked degree and more girls bite their nails than boys according to the findings. Likewise more girls than boys have insomnia. The data revealed that there were eight children, six girls and two boys, who have insomnia to a slight degree, while one boy had insomnia to a moderate degree.

TABLE XVII

The Tension	TENSIONS OBSERVABLE IN CHILDREN					
	Boys			Girls		
	Markedly	Moderately	Slightly	Markedly	Moderately	Slightly
Stuttering	3	5		4	5	
Nail-biting		3	5		6	8
Restlessness	1	4	5		9	6
Insomnia		1	2			6

Defense reactions. Children too, exhibit defense reactions in certain situations. It is not uncommon to find children of this particular age group talking loudly, exhibiting defiant conduct, resorting to



crying, sullenness, or even engaging in self-punitive actions. The data in Table XVIII revealed that there were more defense reactions exhibited among girls than among boys. Sullenness and loud talking among the girls ranked highest while loud talking alone ranked highest among the boys. The majority of the reactions were exhibited to a slight or moderate degree.

TABLE XVIII  
DEFENSE REACTIONS EXHIBITED BY CHILDREN

Defense Reaction	Boys			Girls		
	Markedly	Moderately	Slightly	Markedly	Moderately	Slightly
Loud talk		5	4	1	3	6
Defiant conduct		3	2		3	2
Sullenness		3	3		6	7
Crying		2	3		3	3
Self-punitive			2			

Counter-attack mechanisms. Among the counter-attack mechanisms observable in the group under consideration the following existed to some degree; (1) cruelty, (2) mischief-making in classroom, (3) teasing peer associates, (4) bullying, and (5) destructiveness. Table XIX reflects the counter-attack mechanisms in which some of these children engage. Mischief-making in the classroom takes precedence over the others. There were twelve boys and eight girls who engaged in mischief-making in the



classroom to either a marked, moderate, or slight degree. Teasing peer associates was exhibited by only four boys and no girls.

TABLE XIX  
COUNTER ATTACK MECHANISM IN WHICH CHILDREN ENGAGE

The Mechanisms	Boys			Girls		
	Markedly	Moderately	Slightly	Markedly	Moderately	Slightly
Cruelty		1			3	6
Bullying		1				2
Destructiveness		1				
Mischief-making in classroom	1	3	8	1	4	3
Teasing peer associates			4			

Self-conscious and withdrawal reactions. Mind-wandering, blushing, pacivity, becoming easily injured and grimacing are self-conscious and withdrawal reactions exhibited by children in certain situations. Blushing was more prevalent among the girls than boys, however, four boys exhibited blushing tendencies. More girls engaged in mind wandering than boys as well as in acts of grimacing. These data are shown in Table XX.



TABLE XX

## SELF CONSCIOUS AND WITHDRAWAL REACTIONS EXHIBITED BY CHILDREN

Reaction	Boys			Girls		
	Markedly	Moderately	Slightly	Markedly	Moderately	Slightly
Mind-wandering		2	5		4	6
Blushing		1	3		4	12
Passivity		1				
Becoming easily injured			1			1
Grimmacing		2	3		2	5

Search for prestige acts. Coming frequently for approval is a prestige act often engaged in by children on the second grade school level. The data in Table XXI reveal that fifteen girls and eight boys of this particular group engaged in this act to some degree. It was engaged in to a marked degree however, by only four children, moderately by twelve and slightly by seven. The "has to be first" act was engaged in by more girls than boys, but more boys did excessive bragging than girls. The cocky air of bravado was as prevalent among boys as girls. Of the ten children who engaged in this act, seven of them did so only to a slight degree while three engaged in it moderately. The over-possessive in friendship act was observable only in one girl and three girls seemed domineering in their leadership.

TABLE XXI  
SEARCH FOR PRESTIGE ACTS ENGAGED IN BY CHILDREN

The Prestige Acts	Boys			Girls		
	Markedly	Moderately	Slightly	Markedly	Moderately	Slightly
Comes frequently for approval	2	3	3	2	9	4
Has to be first	3	3	1		4	9
Over-possessive in his friendship						1
Does excessive bragging			4			1
Domineering in his leadership					1	2
Cocky air of bravado		2	3		1	4

Maladjustment symptoms may lead to conduct disorders which arise out of conflict between the child's behavior and certain behavior patterns generally accepted as socially desirable. These in turn may lead to undesirable character traits. According to Skinner and Harriman, "The conduct of a child often becomes a disorder 'only because it interferes with the peace of other members of the group' as well as the rights of others."<sup>16</sup>

16. Skinner, et. al. p. 522.



## SUMMARY

The purpose of the study was to build a program for character education.

The problem was to improve character education.

Thirty-five children of the Douglass Elementary School took The California Test of Mental Maturity-Primary Edition, The Gray-Votaw-Rogers Achievement Tests-Primary Edition, and a check list for observing character traits to determine chiefly their abilities, family background, achievements, parent-child relationship, and tensions found among the children.

The philosophy of the full development of children made it imperative that all aspects of the children under study, be revealed before a program could be initiated.

Kublen and Thompson<sup>17</sup> state:

It seems evident that in the study of human relationships as intimate as those of family life, intensive study of a handful of cases, selected because the relationships depicted are unusually clear, yields more knowledge than a statistical study of several thousand unselected cases. Our position is like that of a chemist who in first learning to analyze a metal picks out ores which by common observation contain in the purest form the metal to be studied. After learning to analyze it, he is then able to isolate the metal from complex mixtures regardless of its quantity or combination with other agents.

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17. Op. Cit., p. 388.

## CHAPTER IV

### SUGGESTED PLAN FOR UTILIZING MATERIALS PERTAINING TO SELECTED HOLIDAYS IN THE INTEGRATION OF SUB- JECT AREAS IN THE SECOND GRADE

The process of teaching in which the traditional boundaries between subject fields are largely ignored and on which is based the development of study units and broad learning experiences in which cogent material from a number of fields is brought to bear on the main problem of each unit of learning experience is defined as integration. The following suggestions for using materials pertaining to selected holidays which have educational significance provide for integrated teaching in a primary classroom where all children have practically the same center of interest.

The suggestions for using materials on holidays are presented in the following order:

1. Halloween Day
2. Saint Valentine's Day
3. Mothers' Day
4. Labor Day
5. Thanksgiving Day
6. Christmas Day
7. New Year's Day
8. George Washington's Birthday
9. Arbor Day
10. Easter



Detailed units will be presented centered around Halloween, St. Valentine's Day, and Mothers' Day. Brief suggestions will be made with regard to source materials and teaching objectives pertinent to the teaching and learning about the other days enumerated.

GENERAL OBJECTIVES FOR A SERIES OF TEACHING UNITS CENTERED  
AROUND THE OBSERVANCE OF HIGH DAYS AND HOLIDAYS

1. To help children grow in their understanding of community life, its folk lore, its customs, its group life, and its history.
2. To help children understand the contributions made to our culture by persons of noteworthy achievement.
3. To awaken in children the attitudes of courtesy, one to the other, to parents, to relatives, and to friends.
4. To provide children with opportunities to participate in activities which supply wholesome real life experiences and understanding.
5. To develop and strengthen their communication skills:
  - a. Reading
  - b. Speaking
  - c. Spelling
  - d. Observing
  - e. Listening
  - f. Writing
6. To develop aesthetic and creative abilities in handicraft activities.

7. To strengthen understanding of the social amenities which should be observed on certain occasions.

### HALLOWEEN DAY

Introductory Statement. Children of Grade Two level engage in many kinds of play activities. They are eager to hear stories and to know the how and the why of things. The last day of October is approximately the end of the first six weeks of the school year. The harvesting of crops is being carried on. Probably the children have already had a field trip out to a farm and have watched the farmers as they harvested grain and other farm products. They, perhaps, explored the barn and saw pumpkins piled in a corner. Out in the open field they looked at corn shocked in bundles. In the cellar they found apples stored away for winter use. Around the farmstead they saw the leaves of the stately oaks turning to a golden brown.

Approach. Since reading and other learning activities have been planned as far as possible according to seasonal sequence, and since children of the upper elementary and secondary school levels usually carry through some kind of social affair on the night of Halloween, the primary teacher could easily develop a unit of work with observances of Halloween as the center of interest.

The legend is that Halloween originated as the eve of a church holiday--Day of All Saints--and was believed to be the time when the spirits of the departed came back to earth. In the observances of this holy day certain customs arose. Different groups of people were the originators of different customs.



These different customs are very old--so very old that one cannot be sure just how they began. The people called Celts who lived in north-western Europe and the British Isles believed in witches and other evil spirits. So, on the night of October 31, they usually lighted fires on the hills to drive away bad spirits. They wove strands of straw on their pitchforks and waved the blazing pitchforks in the air. In this way they singed the brooms of any witches flying by.

At this time of the year the Roman people held a great festival in honor of Pomona, the goddess of fruits and seeds. We owe our Halloween apples and nuts to Pomona. A legend tells how that at Halloween time people would bob for apples and "endeavor to bring one up in the mouth."

The Irish people celebrated Halloween by taking part in a big parade through their neighborhood. The parade was led by a man in a white robe. On his head was a mask made to look like a horse's head. Behind the leader walked young men blowing cows' horns. The night of this celebration was the eve of Halloween and was called Beggar's Night. The paraders would stop at each farmhouse and ask this question of the farmer, "Have you had a good harvest?" If so, your good luck was due to the kindness of Muck Olla. You must give us a contribution for Muck Olla. Otherwise, he will be angry and bring bad luck to you!"

Usually the farmer hurried to his storeroom and brought out loads of butter, eggs, potatoes, and other farm products.

Notwithstanding that those old customs have, for the most part, been sublimated, Halloween has been an occasion on which many unwise and foolish pranks have been played; but, in recent years, guidance has been

given to youth as to the kind of fun to have and pranks to play on the occasion.

Since young children have been subjected to fears on this occasion it is important that parents and teachers be on guard to prevent children's experiencing unnecessary fears. To that end a unit on Halloween is proposed.

#### I. SPECIFIC OBJECTIVES OF THE UNIT

1. To dispel the fears which have developed among children regarding spooks and goblins.
2. To provide for them wholesome understanding by guiding them into merrymaking and having fun.
3. To develop creativity in designing and making masks.
4. To increase communication skills:
  - a. Vocabulary comprehension
  - b. Reading comprehension
  - c. Speech development

#### II. SUBJECT MATTER, MATERIALS AND ACTIVITIES

##### A. Subject matter areas included in this unit:

- |                                  |                 |
|----------------------------------|-----------------|
| 1. Social Studies                | 6. Art          |
| 2. Health and Elementary Science | 7. Music        |
| 3. Written and Oral English      | 8. Literature   |
| 4. Spelling                      | 9. Number Work  |
| 5. Reading                       | 10. Handwriting |



B. Activities in which the children engage:

- |                                       |                      |
|---------------------------------------|----------------------|
| 1. Listening                          | 5. Telling stories   |
| 2. Observing                          | 6. Making reports    |
| 3. Searching for information          | 7. Pantomining       |
| 4. Telling Stories                    | 8. Writing           |
| 9. Creating rhythms and dramatic play | 12. Solving problems |
| 10. Drawing and construction          | 13. Having a party   |
| 11. Singing                           | 14. Playing games    |

C. Materials used:

- |                                      |                  |
|--------------------------------------|------------------|
| 1. Construction paper of many colors | 8. Corn stalks   |
| 2. Cement                            | 9. Apples        |
| 3. Wire                              | 10. Clay         |
| 4. Cellophane                        | 11. Broom sticks |
| 5. Paints                            | 12. Craylas      |
| 6. Colored chalk                     | 13. Scissors     |
| 7. Oak leaves                        | 14. Paper plates |

III. PROCEDURE

A. Launching the Unit.

At the beginning of the second year of school many pupils of Grade two will not have measured up to the expectations of performance as a normal second grade pupil. The teacher who is alert to the various learning activity which will enable each child to put forth his best effort at his level of readiness. It is assumed that the teacher has information as to the reading level of each individual pupil. Hence, a series of

learning activities will be planned by pupils and teachers working together.

During the free discussion period, the first hour of the morning, many of the children will tell of their experiences during the summer. In all probability some child will mention the picnic in which he participated on the Fourth of July.

In this manner the teacher will enter into a discussion of various holidays of the year. Since Labor Day comes at a time when the schools are opening for the fall term there will not be time for developing a unit on Labor Day. Therefore, it will be opportune to list all the days to which recognition is given. In its chronological sequence, Halloween will be the first highday which is appropriate for celebrating. Moreover, in order that intrinsic learning goals may be achieved, the unit should extend over a definite unit of school time. Therefore, it is proposed that the unit will be planned for a duration of six weeks.

After a listing of the various holidays which the teacher and pupils think should be commemorated, the teacher will talk to the children about Halloween--telling of its origin and the different customs connected with its celebration. Incidentally the unit will involve many facts of elementary science. There might be listed the names of the plants and animals to which reference was made in the account of Halloween celebrations.

To further the interest the teacher will place on the bulletin board pictures of all plants and animals mentioned in the narrative about Halloween. This list will include:

1. Corn

6. Cats



- |             |           |
|-------------|-----------|
| 2. Apples   | 7. Horses |
| 3. Pumpkins | 8. Cows   |
| 4. Nuts     | 9. Owls   |
| 5. Leaves   | 10. Bats  |

The children will be led to propose that they would like to know more about Halloween and give a Halloween party on October 31. Since the legend is centered about certain plants and animals, it is suggested that the content of the unit will consist largely of learnings about plants and animals.

#### IV. DEVELOPMENT

##### A. Reading by the teacher; listening by the pupils:

During the discussion period a suggestion will be made that each pupil will read about some plant or animal which is symbolized in the celebration of Halloween. (Already the teacher knows the level at which there are selections about a plant or an animal connected with Halloween activities.) Since many elementary readers do not have visible indication of the readability of the content in terms of grade placement, the teacher will already have selected the books according to the reading grade of the pupil.

The children have already listened to the teacher tell the origin of Halloween customs. Likewise, she will read to them the poem, "Goblins will get you if you don't watch out."

##### B. Observing

Pictures of the various plants and animals will be distributed among the pupils. In the meantime, there will be made available to the

children cards on which the names of the various plants and animals have been printed. Children will match the picture of the plant or animal with the printed word.

The pictures can be mounted and the word printed on a cardboard  $8\frac{1}{2}'' \times 11''$ . In this manner the pupil orients himself to the unit by doing this initial creative art activity.

### C. Searching for Information

1. Through reading. As many readers as there are pupils in the class are selected by the teacher and placed about the free reading nook of the classroom.<sup>1</sup> The pupils are told to look through the book until each one finds a selection about some plant or animal symbolized at Halloween. In this manner individualized reading is introduced.

The center of interest in the individualized reading assignments is that of finding out about a plant or an animal symbolized at Halloween.

As a child reads a selection that tells about the plant or animal, he fills out a slip of paper giving his name and the title of the selection read, and the date on which the reading was completed. This slip will be placed in the pocket behind the proper item on the wall pocket.<sup>2</sup>

2. Through asking questions. In answer to children's questions about Halloween, ghosts, fairies, and goblins, parents tell them the

1. The teacher has already selected reading material on the level of the pupil's reading ability. The pupils will look through books until each one finds the text to which his name has been attached by a paper clip.

2. The pocket chart has been prepared so that the name of each plant or animal symbolized at Halloween is printed on the separate pockets.



stories that have been handed down about witches, ghosts, and other tales related to Halloween customs.

3. Vocabulary development. Children have fun.

a. WITH A PUMPKIN words are built.

Directions: Use letters from the word pumpkin to make word meaning:

1. A short wire with a head on one end and a point on the other

\_\_\_\_\_ - - -

2. A baby dog \_\_\_\_\_ - - -

3. You dip you pen in it \_\_\_\_\_ - - -

4. The opposite of down \_\_\_\_\_ - -

5. The opposite of out \_\_\_\_\_ - -

6. A light color \_\_\_\_\_ - - - -

7. Something you use to put air in your  
bicycle tires \_\_\_\_\_ - - - -

Key: 1. pin; 2. pup; 3. ink; 4. up; 5. out; 6. pink; 7. pump.

b. WITH A JACK-O-LANTERN words are built.

Directions: Six families of words with three members to each family can

be built from the word Jack-o-lantern. Under each family

name, put the names of family members found in the word

JACK-O-LANTERN:

1. "AN" family                      2. "ATE" family                      3. "AT" family

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. "ANE" family                      5. "OT" family                      6. "ANK" family

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

From the words other letters can be used to make words meaning:

7. Young horse\_\_\_\_\_ - - - -
8. The grain from which meal is made\_\_\_\_\_ - - - -
9. The word for the color given to a horse  
which is sprinkled with gray or white\_\_\_\_\_ - - - -
10. The word which means to take food into your body - - -
11. Something you use to make paper hold to a wall - - - -
12. A contrivance for holding articles\_\_\_\_\_ - - - -

- Key:
- |                  |                     |
|------------------|---------------------|
| 1. ran; can; pan | 2. Kate; late; rate |
| 3. cat; rat      | 4. Jane; cane; lane |
| 5. lot; not; rot | 6. tank; lank; rank |
| 7. colt          | 8. corn             |
| 9. roan          | 10. eat             |
| 11. tack         | 12. rack            |

#### D. Telling Stories

Pupils repeat the stories which father and mother have told them about goblins, witches, owls, and bats.

#### E. Making Reports

Pupils tell class about the plants or animals which they have been reading about.

#### F. Pantomining

Pupils express by mute gestures the stories which they have formerly read and told to the class.

#### G. Writing, Drawing and Construction

Plan for a party. Write invitations. Make decorations. Owl decor-



ations may be made by cutting two pieces of brown crepe paper about three by six inches. Point the top for ears. Sew the edges together and stuff with cotton. For eyes use two circles of cardboard, about an inch in diameter, through which are punched black collar buttons. Gather at bottom and tie with a dark yarn.

Use black and orange colored paper for cutting out cats and bats. Gather autumn leaves for the center of the table.

Make witches and goblins. These might be done from the use of clay or papier-mache. A mural might be constructed in which the scenes portray farm activities, and the products of the farm such as apples, nuts, corn-stalks; animals which symbolize Halloween, such as cats, bats, owls, cows, and horses; weird and fantastic creatures, such as witches, goblins, and scarecrows.

Make masks of different designs and varieties of materials. A piece of square paper about 27 x 27 inches might be used in marking a cubical mask. Directions: measure off third equal parts, nine each either way and by using a yard stick mark off the paper into nine equal squares. Mark two center lines which go in the same direction dotted; cut on dotted lines and fold together the four end sections so as to make a perfect cube. Cut from orange colored paper two squares one and one half inches by one and one half inches for eyes and a triangle piece, two inches by one inch for a nose; cut an irregular design of three inches in length and about one inch wide for a mouth; paste these orange designs on a side of the cube for eyes, nose, and mouth.

#### H. Music Activities



"Autumn Leaves", No. 1. From The Silver Book of Songs

"Jack-O-Lantern Gay", No. 21. Op. cit.,

"My Little Pony", No. 22. Op. Cit.

(Unknown) "Pop Corn Song", cited by Clella Lester

Perkins, How to Teach Music to Children, (Chicago: Hall and McCreary Company, 1936) p. 30

Sallie G. Fitzgerald, "The Goblin Man," cited by Op. cit., p. 164.

#### IV. CORRELATIONS

##### A. Reading

During the progress of the unit many different types of reading are to be included:

1. Group reading
2. Reading dramatizations
3. Preparation for audience reading
4. Audience reading to the group
5. Silent reading for facts and reports
6. Reading to answer questions

##### B. Number Work

Number work will be taught incidentally. Some phases will involve the pupil's being able to tell the number of pages read during individual study; the use of the yard stick and the foot ruler in measuring paper for construction activities; the use of comparative terms such as, larger, smaller, taller, shorter, more than, less than, and one-half. Such quantitative concepts are developed by asking questions with respect to size



of the animals which are symbolized at Halloween time.

C. Health and Safety Education

Since much of the study will be about animals, especially the cat which is a household pet in many homes, it will be important that pupils gain insights about the care of pets and the sanitation that should be observed in handling the household pets. Wholesome mental health habits might be incidentally taught with regard to childhood fears. Safety at play can be emphasized, also.

D. Language: Oral and Written

1. Discussion of stories and selections read.
2. Memorizing germs of literature and rhymes which relate to the animals studied.
3. Writing sentences for a "Big Book" which will contain facts recognized as the unit progresses.

E. Elementary Science

1. Overcoming fears and superstitions concerning animals.
2. Learning how to handle pets properly and care for them.
3. Finding out that a bat is a flying mammal (a winged mammal)

V. ANTICIPATED OUTCOMES

A. Tool subjects and skills

1. Increased interest and pleasure in reading
2. Use of paints, crayons, scissors, rulers
3. Some knowledge of measuring

B. Attitudes

1. Cooperation
2. Good school citizenship
  - a. Pride in doing good work
  - b. Courtesy and deference to others

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Three Little Kittens, pp. 16-17

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### THANKSGIVING DAY

Introductory Statement. The pupils have completed the Halloween activities at which time attention was called to certain harvesting activities and the studying about pumpkins, apples, and cows. Further discussion is had about the growing of crops and how the early settlers had to depend upon wild game for most of their food. At this point the story of thanksgiving is told.

Approach. Children are asked to bring in and mount on bulletin board, the pictures of plants and animals that are raised on a farm. The teacher presents pictures of the farm homes of pioneer people. She explains that sometimes there were crop failures and the pioneer people went hungry until food was secured from the forests and rivers. A year after one of those periods of drought and starvation, a big crop was grown. The farmers agreed to have a big feast and give thanks unto the Lord for his goodness. At this point the choric reading of the following verse is appropriate.

What Thanksgiving Brings

Cart loads of pumpkins as yellow as gold  
 Onions in silvery strings  
 Shining red apples and clusters of grapes,  
 Nuts and a host of good things.  
 Chickens and turkeys and fat little pigs,  
 Oh these are what thanksgiving brings!

I. SPECIFIC OBJECTIVES OF THE UNIT

1. To lead pupils to understand about the things one should be thankful for
2. To develop in the pupils attitudes of sharing
3. To inculcate among the pupils initiative and perservance

II. SUBJECT MATTER, MATERIALS AND ACTIVITIES

A. Subject areas included in this unit.

1. Social Living
3. Number work



## 2. Language Arts

## 4. Art and Music

## B. Activities in which children engage

## 1. Listening

## 5. Singing

## 2. Planning

## 6. Drawing and constructing

## 3. Reading

## 7. Writing

## 4. Dramatizing

## 8. Word-building

## III. PROCEDURE

A. Initiating the Unit. Start the discussion by talking about how the early pioneers cooked their food on the large open fire places. Compare the methods. Plan how the pupils may help their mothers prepare a Thanksgiving dinner.

## IV. DEVELOPMENT

Talk about things  
to do to help mother

Social Learnings

Crack nuts and pick out  
the nut meats

How household  
tools save hard work

Polish the apples until  
they shine

Sanitation in handling  
food

Open the smaller pieces of  
cloth for quilting display

Way to clean and care for  
silverware

Get games ready for playing  
after the thanksgiving dinner  
has been served

How to entertain guests

Development experience charts on basis of the things which pupils say they will do to help Mother.

## V. INTEGRATION AND CORRELATION

## A. Reading

1. Reading of charts and blackboards

2. The reading following selections

The First Thanksgiving

A Thanksgiving Prayer

The Pilgrims

A Long Ago Thanksgiving

## B. Language

1. Reproduce the play: "The Animals' Thanksgiving"

2. Tell original stories about Thanksgiving

## C. Music

1. America

2. The Thanksgiving Turkey

3. Turkey Gobbler

## D. Plays and Games

1. Give each pupil a paper on which is printed "Turkey on Thanksgiving." See how many new words can be made from these letters.

## E. Sanitation and Cleanliness

1. Stress importance of cleaning raw fruits and vegetables before eating.

2. Call attention to the need of protecting all food eaten.



## F. Art

1. Draw Turkeys

## V. ANTICIPATED OUTCOMES

A. Tool Subjects and Skills

1. Use of knives, forks, paints, scissors, rulers
2. More habits and latitude in creative drawing and writing
3. Ability to comprehend reading material better
4. To develop an interest in reading

Attitudes

1. Value of true spirit of Thanksgiving
2. Value of giving thanks to God
3. Value of cooperative effort
4. Value of good citizenship
5. Value of cooperation
6. Value of working with others

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## CHRISTMAS

Introductory Statement. The observance of Christmas is of special interest to pupils of primary grades because of their absorption in Santa Claus and in the whole colorful panorama of the Christmas season. Children of this age are also sensitive to the religious meaning of the Christ Child's birth. For these reasons, both the legendary approach involving Santa and his reindeer and reverence for the Christ Child and Mother may be developed without violating the children's conceptions.

Approach. As teacher and pupils talk about the things which they plan to do during the month of December, they will develop a calendar of activities which will be not more than three weeks duration. The pupils already know of Santa Claus and Christmas, but have no conception as to the significance of the occasion. The teacher explains to the children that Christmas is the time when we celebrate the birth of Christ, that there are people all over the world who are Christians, that Christ was born long ago, and that we number our years from the date of his birth.

The pupils are led to understand that we give reverence to the birth of Christ by exchanging gifts just as the Christ Child was the gift to the world.

### I. SPECIFIC OBJECTIVES OF THE UNIT

The specific objectives of a unit of learning centered around the observance of Christmas are:



1. To develop understanding about the significance of Christmas
2. To inculcate habits (a) of personal safety with respect to playing with fire works and (b) of conservation and care of, and respect for property
3. To teach children how to have fun in the proper way
4. To understand and appreciate certain works of art and certain musical compositions
5. To strengthen the learners' communication skills

## II. SUBJECT MATTER, MATERIALS, AND ACTIVITIES

### A. Subject areas included in this unit:

- |                   |                |
|-------------------|----------------|
| 1. Social Studies | 4. Art         |
| 2. Reading        | 5. Music       |
| 3. Writing        | 6. Number work |

### B. Activities in which children engage:

- |                |                             |
|----------------|-----------------------------|
| 1. Listening   | 5. Singing                  |
| 2. Planning    | 6. Drawing and constructing |
| 3. Reading     | 7. Writing                  |
| 4. Dramatizing | 8. Word-building            |

## III. PROCEDURE

A. Initiating the Unit. Start the discussion of this unit by talking about the calendar of activities in which the group will participate during the month. This initial talk will be made after the extended recess for thanksgiving. The activity will be a growing one. Day by day



the plans will be printed on an experience chart.

#### IV. DEVELOPMENT

Days and Topic	Things to do and to learn	Learning Activities
The First Day Numbers	Write the date for Christmas, How many days must we wait for Christmas, What date is Christmas Eve?	Start to collect materials for making charts
The second day and third Christmas Customs	Talk about Christmas Will you have a tree? Will you hang up your stocking? How will Santa get in your home?	Bring used Christmas cards, tin foil, and other materials
Fourth and fifth days Christmas songs	Rhythm band--begins practice with Christmas songs. Note the effect of the triangles and bells.	Bring to school old waste-baskets and other containers
The sixth day Language Arts	Write or tell about Christmas. Use some of these words: tree, toys, boys, give mornning girls	Bring goods, yarn and filling bean bags
The seventh day Handwork	Let's make a bean-bag. Buttonhole the edge in yarn. Leave space to put in 1/2 of dry beans	Do Handwork
The eighth day	Teacher needs "A Christmas Folk Song," by Lizette Woodworth Reese	Pupils memorize short verses about Christmas
The Ninth Day Begin decorating classroom	Make a border of Christmas toys around the room	Children do Art and Construction work



The Tenth Day  
Christmas Music

Learn a Christmas  
Song "Silent Night"  
or appropriate  
melodies

Rhythm band  
plays.

The Eleventh Day  
Seasons and the  
Weather

What is the season  
of the year at  
Christmas? What are  
some words that tell  
about the weather?  
Write on the black-  
board snow, fog,  
cold, rain, freezing

Understanding  
concepts of  
nature and  
science

The Twelfth Day  
Bring material  
for tree decorations

Teacher reads "The  
visit of St. Nicholas"  
Draw a picture of the  
part which pupil likes  
best

The Thirteenth Day  
Activities with  
Stories

The Fourteenth Day  
Day Handwork

Make an imprint of  
your own two hands  
in a saucer full of  
plaster parts tinted  
pink or blue add a  
loop for hanging  
it up

Art and Construc-  
tion

The Fifteenth Day  
Make Christmas  
Greeting Cards

Cut circles of  
"flame" from red,  
yellow, light orange.  
Paste near top of  
greeting cards.  
Fasten on tiny can-  
dles with trans-  
parent tape

Art and Construc-  
tion

The Sixteenth Day  
Doing things for  
others

Invite another grade  
to see your  
decorations. En-  
tertain them with  
a game or play

Citizenship  
activities

The Seventeenth Day  
Merry Christmas

Tie with red and  
green yarn or  
raffia. Write name  
on tag with a red  
crayon. Add some ever-  
green.

Wrapping, Exchanging  
gifts.

## V. CORRELATIONS

Language Arts. As a follow-up for growth in communication skills, suggestions as to how certain learning activities are presented. They are: Fun With Words (Vocabulary comprehension); Word Matching (Word Recognition); Sentence Building (Sentence Meaning); Marking Phrases (Meaning of groups of words); Dramatizing (Conveying meaning to others).

## FUN WITH WORDS

Draw a circle around each thing that belongs with Christmas

Toys	Stockings	Milkman
Santa	Candy	Angels
Picnic	Stars	Rivers

## WORD MATCHING

Box words in each group which say the same thing

hear	afraid	star
hear	again	stable
hear	alone	stay
hears	above	stable
heard	shine	start
manger	shepherd	was
Mark	sheep	were
manger	shepherd	wise
manger	shepherds	win
march		wise



## SENTENCE BUILDING

Directions: Draw a line from the word group in column 1 to a word in column 2 so as to make a true statement.

<u>Column 1</u>	<u>Column 2</u>
The wise men	was shining
The baby	were singing
The Angels	brought gifts
A bright star	lay in a manger

## MARKING PHRASES

Draw a line under the things we do at Christmas:

go to church	rake leaves
help others	sing happy songs
pick apples	give gifts

Recreative Arts. Appropriate music both vocal and instrumental is emphasized. The following melodies are learned and portrayed in rhythmic activities in the presentation of the play.

"A Christmas Dream"

"The Snowflakes"

"The Jumping Jack"

"The Spinning Top"

"Jack-in-the-Box"

The rhythm band group is taught to play "Wooden Soldiers" and "Sleigh Bells." The characters of the play march to the tunes played by a rhythm band group.

Creative Arts. Art experiences become vivid to children when they realize the meaning of a decorated Christmas and Santa Claus as a symbol of "Goodness, Beauty and Truth." Motivation for art experiences as they relate to the celebration of Christmas may be implemented by showing and explaining the history of such paintings as "The Flight into Egypt", by the "Madonna of the Chair," and of the sculpture, "Mother and Child," by William Zorach.

Another means of stimulating art appreciation is through handicraft experiences the making of appropriate decorations for the classroom, soap carving of images of toys and animals, and the experimenting with paper, other waste material contribute to individual pupil growth in attitude creative ability and skill. Some suggestive activities are drawing:

- (a) Baby in a manger
- (b) Mary and Joseph
- (c) The Shepherds
- (d) Ten sheep
- (e) A star in the sky
- (f) The stable with the animals in it
- (g) Wise Men bringing Gifts

Relate Art with number work by constructing miniature Christmas trees from construction paper and decorating the trees with red and yellow balls. Some specific directions: Use paper about  $8\frac{1}{2}$ " x 11". Draw the outline form of the tree; cut out with scissors. From the scraps of paper, cut out balls and stars. Also make candy canes for decorations. Color the tree green. How many balls do you see here?



Write the number

Color 1 ball red

Color 3 balls blue

Color 1 ball yellow

Color 1 ball green

Paste them on the tree

Cut out a star

Color the star yellow

Paste the star at the top of the tree

#### MAKE A CANDY CANE (Directions)

Piece of paper 5" x 10"

Color a strip about  $1/4$ " wide on one long edge with a red crayon. Turn paper over so that the red strip is face down on the desk. Using a long pencil, roll the paper starting on a corner where there is no color. Continue until whole paper is rolled. Remove the pencil and glue down free corner. Flatten the end of the rolled paper about 2" and roll the flat part a few turns on the pencil to make the curve at the top of the cane. Cut off the pointed ends and the can is finished.

Candy Canes

How many candy canes are there?

Write the number. Color 2 canes red. Color 1 green. Paste them on the Christmas tree.

#### VI. ANTICIPATED OUTCOMES

Tool subjects and skills

1. Use of paints, crayons, scissors, rulers.
2. Greater individual artistic ability.
3. More freedom in creative writing.
4. Ability to read with comprehension.
5. Increased interest and pleasure in reading.
6. Knowledge of measurement.

#### Attitudes.

1. Value of the true spirit of Christmas
2. Joy in giving to others
3. Greater self-reliance as a result of planning and carrying out ideas and through discussion in committee groups.
4. Cooperation
5. Good citizenship
  - a. Honesty and respect for rights of others
  - b. Pride in doing good work
  - c. Willingness to see faults and accept criticism

### VII. BIBLIOGRAPHY

#### A. FROM TEXT BOOKS AND PROFESSIONAL PUBLICATIONS

- Pelagie Doane, The Boy Jesus. (New York: Oxford University Press, Inc.,)
- Francoice, Noel for Jeanne-Marie. (New York: Charles Scribner's Sons).
- William Lipkind, The Christmas Bunny. (New York: Harcourt, Brace, and Company).
- Janet Konkle, The Christmas Kitten. (Chicago: Children's Press).
- Olive Driver, Christmas Story. (New York; Exposition Press).
- Pamelo Bianco, Doll in the Window. (New York: Oxford University Press).
- Francoice, Illus, Noel for Jeanne-Marie. (New York: Charles Scribner's



Sens).

Maurice Dolbier, Torten's Christmas Secret. (New York: Little Brown and Company.)

#### SAINT VALENTINE'S DAY

Overview of the unit. The observance of St. Valentine's Day is the fifth in a series of activities centered about highdays and holidays. It is assumed that the centers of interest for the social living activities of Grade Two is that of individual development through understanding of and participation in family and group life. Early in February the child is led to know that February is the month which has the fewest days in number, but the greatest number of days of significance.

February 2, Groundhog Day

February 7, The Birthday of Charles Dickens

February 11, Edison's Birthday

February 12, Lincoln's Birthday

February 14, Valentine Day

February 16, The Birthday of Frederick Douglass

February 22, Washington's Birthday

February 27, Longfellow's Birthday

St. Valentine's Day may be used as an approach to, or an outgrowth of the study of the mail man and his work which usually appeals to second grade children.

Approach. The legend is that St. Valentine was a kindly man who sent many greetings and messages to his friends. We honor him by sending messages on pretty cards to our friends and to our family. It is one of



our favorite holidays, and we enjoy making and buying Valentines which will make our friends happy. Emphasis should be placed on this day as one upon which we express our love and friendship.

A valentine is like a letter and often is sent through a post office. When a letter goes through the mail it must be addressed clearly and correctly as that it will reach the right person.

If a valentine package is sent to someone it must be strongly wrapped and carefully addressed. Mail may travel in many. Some of them are by automobile, by train, by boat and by airplanes.

#### I. SPECIFIC OBJECTIVES OF THE UNIT

The specific objectives related to a unit of work centered around the observance of St. Valentine's Day are:

1. To develop the child's understanding of community institutions and services such as, the post office and the delivery of mail.
2. To learn the legend of Saint Valentine.
3. To develop language abilities through school activities such as:
  - (a) a trip to the post office
  - (b) meaningful conversing
4. To develop responsible direction to his own life as it relates to social situations.
5. To develop the child's aesthetic interests at his level of understanding.



## II. SUBJECT MATTER AND LEARNING EXPERIENCES

### A. Subject matter areas included in this unit:

- |                   |                                 |
|-------------------|---------------------------------|
| 1. Social Studies | 3. Creative and Recreative Arts |
| 2. Language Arts  | 4. Number Work                  |

### B. Learning experiences and activities in which children engage:

- |                              |                            |
|------------------------------|----------------------------|
| 1. Listening                 | 5. Discussing              |
| 2. Making trips              | 6. Constructing Valentines |
| 3. Observing                 | 7. Singing                 |
| 4. Searching for information | 8. Playing games           |

---

#### Problems for Discussion and Study

#### Learning Experiences and Activities

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- |  |  |
|--|--|
| 1. How does mail travel in your community?                     | Construct a post office for collecting and distributing Valentines for the class. The construction may be simple, but the "mail" should be handled with accuracy and with the responsibility for its care. |
| 2. Which one of the ways previously mentioned is the quickest? |  |
| 3. How does a letter find its way to the right person?         | There should be change of responsibilities among the children.   |
| 4. How are packages sent?                                      | Make valentines, using ideas in art.   |
| 5. Why is making things more fun than buying them?             | Write original verses.   |
| 6. Why does Mother like the Valentines you make best?          | Visit some friend who is ill.  |



7. What are some other holidays when we should show our friendship and love for other people?

Make a visit to the post office, if possible, or talk with the mail man. This will give the children first hand knowledge of the work which they are imitating in their classroom post office.

### III. PROCEDURE

A. Initiating the Unit. Children naturally enjoy having fun. The celebrations of Christmas and of New Year's Day has become history for them. So as an outgrowth of pupil-teacher planning a unit of study is proposed wherein both knowledge and pleasure are obtained.

Explanations are made by teacher and pupils. The teacher has taught the pupils how to determine significant days of the year by noting certain symbols of the year. Before February comes to them, the teacher should already have read to the pupils stories about community living, how and where people work, what they do to help each other, how they show appreciation, of each other's efforts.

### IV. DEVELOPMENT

#### A. Reading by Teacher to Pupils.

Selected articles from adopted reading texts and articles from the reference materials of the School Library should be explored by the teacher. If the reading material is too difficult for the pupils the teacher will read the selections. Each pupil will be led to develop his own reading chart. The central theme will be: "What Valentine Day Means."



B. Observing.

Finding and studying pictures of different kinds of valentines.

C. Searching for Information and Materials.

1. Information and material are sought by exploring reading textbooks, art and other books.
2. Free materials which may be utilized in making valentines are: scraps of wall paper, flowerseed catalogues, magazines, fancy wrapping paper, bright strings, paper dollies, and Lace from candy boxes.
3. Other inexpensive equipment and materials which are to be used are: Scissors, paste, water-color paints, and colored crayons.
4. Comprehension of symbols is developed by certain planned activities as follows: VALENTINE FUN--Children make heart-shaped valentines. Instead of signing their names they draw a symbol which rhymes with the name of the child who sends it. The valentines with symbols are arrayed in one column; the names of children in a second column. Children have fun in matching name with valentine. They draw a line from each valentine to the name of the child who constructed the valentine.

MATCHING TESTS

Column 1	Column 2
<u>Drawings on Valentines</u>	<u>Pupils' Names</u>
1. Bed	Ann
2. Bike	Fred
3. Hose	Andy
4. Gate	Rose
5. Candy	Mike



6. Pan

Kate

**Matching Story Book Characters:**

Directions: Two Columns are formed. In column 1 a story book person sends a valentine to the story book person of column 2 who is connected in the story with the story book person of column 1. Draw a line from the person of column 1 to the person of column 2 who is to receive the valentine.

Column 1

Simple Simon  
 Peter, Pumpkin Eater  
 Knave of Hearts  
 Jack, who fell down  
 Hansel  
 Seven Dwarfs  
 Old King Cole  
 Woman in the Shoe  
 Old Mother Hubbard  
 Crooked Man

Column 2

Gretel  
 Jill  
 His wife  
 Pieman  
 Queen of Hearts  
 Her dog  
 Crooked dog  
 His fiddlers  
 Snow White  
 Her children

**D. Writing, Drawing, and Construction.**

As expressions of love and respect are best illustrated by gifts of some sort, the observance of valentine lends itself to much activity in making things. Some activities in this area would consist of much paper folding and cutting--paper hearts with such printed sayings as "Who is my Valentine?"; basket designs with paper hearts filling it to overflowing, with the saying, "A Bushel of Love."



## V. CORRELATIONS

Language Arts. Language arts activities, as well as the usual art in music activities may be an important part of this teaching-learning situation. Spelling and Vocabulary building may be stressed through playing the game of word building from the words: SAINT VALENTINE DAY<sup>4</sup>

Arithmetic. Arithmetic concepts may be developed by using toy money for buying stamps. Emphasis will be placed on making change in varying amounts up to twenty-five cents. Arithmetic as it relates to measuring of paper for the making of valentines is emphasized.

Music: Songs, Dances and Singing Games. Appropriate learning activities in music may consist of singing songs which bring out the idea of love and respect for one's fellow being, listening to music which has a story theme, and through rhythmic activities.

One special song which the pupils might learn to sing during the progression of the unit is "A Valentine."<sup>5</sup> Music appreciation might be emphasized through listening to and interpreting "Hansel and Gretel"<sup>6</sup> which might also be utilized in singing and dances.

4. Small one inch cardboard squares with the letters which make up the words could be provided. Probably three sets of words for each child would be sufficient.

5. "A Valentine" The American Singer, Book II. (Cincinnati, Ohio: American Book Company,) p. 116.

6. The Decca Album of Songs in The American Singer Book II. Overture, "Hansel and Gretel"--Humperdinck (V-11929). For directions in teaching dancing to the tune of Hansel and Gretel See curriculum Bulletin Number 49CB20, 1948-1949, Houston Public Schools, Elementary Physical Education Department, p. 16



Character Education. Character education may be emphasized through the children's participating in understanding the significance of the occasion. The traits of kindness and thrift may be emphasized. Children may be led to experience joy in doing a kindly deed for others in sending messages of love and respect to parents and playing peers. The trait of thrift is emphasized through the use of discarded and waste materials in making valentines.

#### VI. ANTICIPATED OUTCOMES

This activity might culminate in a Valentine Party. A Valentine Party in which all children participate provides an excellent opportunity for social learnings. Appropriate refreshments and games will be fun for all. Sharing in the preparation as well as in participation provides for real growth.

#### VII. BIBLIOGRAPHY

##### A. FROM TEXTBOOKS AND HOLIDAY FUN

"Valentine Day,"--Weekly Reader C, p. 22.

"Valentine's for Allen,"---Weekly Reader B, p. 21.

"The Beautiful Valentine Box,"---Weekly Reader A, p. 22.

##### B. CHILD CRAFT REFERENCES

Volume 6. Holidays and Famous People, A Valentine Story, 13.14. The Prettiest Valentine 32-37.

Volume 7. Play Activities. St. Valentine's Day, pp. 32-33.



## WASHINGTON'S BIRTHDAY

Introductory Statement. Probably in the classroom or the auditorium there may be seen the portraits of all the presidents of the United States. On a tour of the school plant the teacher has pointed out to the children the names of the presidents. Perhaps the pictures are arranged in the order in which they served as president. The children already know that George Washington was the First President. On the Calendar of Events for February they know that Washington's Birthday is celebrated on February 22nd.

Approach. The approach to the enrichment of the learning activities of the pupils of Grade Two may be made by the teacher telling the children the story of George Washington and the Cherry Tree, and of his service to his dear country as a soldier. Pictures of his home at Mt. Vernon might be shown to the group. It should be emphasized that he was called the "Father of Our Country."

## I. SPECIFIC OBJECTIVES OF THE ACTIVITY

The specific objectives of the activities in which the teacher leads the pupils are:

1. How one may serve his fellowman by doing the right thing at the right times
2. The importance of being truthful
3. To emphasize the dignity of honest labor
4. To strengthen the pupils communications skills by encouraging purposeful conversations.



## II. DEVELOPING THE LEARNING EXPERIENCES

All available reading materials in the state adopted textbooks for Grades One and Two will be collected and given to the children for free reading. After the teacher has told about Washington and his contributions to our country, she will lead the pupils to develop experience charts about George Washington. Each child will be guided to print his own statements about Washington.

Other activities will involve vocabulary development, learning songs about Washington; learning Washington's "Rules of Conduct."

Since Washington was known as a good farmer, the pupils might be led to discuss what one must have to be a good farmer. At this point the following paintings might be introduced to the children: "Horses in Winter" by Lockwood, "Boy with a Rabbit" by Raeburn, and "Behind the Plow" by Kemp and Welsh.

## III. INTEGRATIONS AND CORRELATIONS

Emphasis will be placed on the importance of honesty and sincerity in what one does and says. In conjunction with guided reading about Washington, the pupils will be taught to listen at the teacher tell or read about Washington.

In the discussion about Washington's throwing a coin across the Rappahannock River, the importance of having good health may be emphasized; the concept of distance in measurement may be developed. The fact of his father's death at an early age and Washington's responsibility in having to care for himself should be emphasized to bring out the point that



"Where there is a will, there is a way." The implications are many for instilling positive character traits in the minds of the pupils.

#### IV. ANTICIPATED OUTCOMES

1. Growth in ability to listen attentively and courteously
2. Growth in ability to create class stories to be written by teacher
3. Writing labels or slogans or simple sentences
4. A growing conception of time and dates
5. Knowledge that our holidays have come down to us from people and events of the past

#### V. BIBLIOGRAPHY

- A. All possible references from textbooks and professional publications
- B. Childcraft References
 

Volume 6	George Washington 55
Volume 7	Washington's Birthday 33
Creative Occupations, Series I	22

#### EASTER

Introductory Statement. Easter is an important date in the lives of elementary school children, for the reason that a day before Easter and the day after usually constitute a holiday period for the public schools. The Sunday on which Easter is celebrated is the occasion for children to



wear new spring frocks. The Easter egg hunt is an occasion for fun and merriment. Since the rabbit and the Easter egg have significance for the occasion other animals might be studied also and thus the activities which are carried on may have implications for elementary science.

Approach. The reading of "A Story About the Easter Rabbit"\* will be appropriate for introducing the supplementary activities relating to the celebration of Easter. The teacher will also read "Easter Bunny's Mix-Up,"\*\* and "Easter" by Carolyn Sherwin Bailey in Stories for Every Holiday. From these presentations the children will be guided into developing developing reading charts at their respective vocabulary levels.

#### I. SPECIFIC OBJECTIVES OF THE UNIT

Since Easter is a moveable festival the activity may or may not have the duration of a well-developed learning unit. The objectives presented consist of a variable group to be attained if time permits.

1. To teach the children of the relationship existing between the observances of Christmas and of Easter.
2. To provide enriched experiences in the learning activities of the children.
3. To stimulate creativity in art experiences.
4. To stimulate growth in communication skills.

#### II. INTEGRATIONS AND CORRELATIONS

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\* Holiday Fun, Book B, Op. Cit., pp. 22-23.

\*\* Holiday Fun, Book A, Op. Cit., pp. 24-25.



Language Arts. The reading of selections of readability content at the second grade level will be emphasized selections from the weekly reader will be chosen. Dramatic play will be engaged in.

A Suggested play: "Muddy Pig's Easter Bath." The players: Muddy Pig, the Easter Rabbit, 3 ducks, 3 hens, 3 birds.

Easter finger painting is suggested.

Children engage in painting Easter eggs.

### MOTHER'S DAY

Introductory Statement. Family living is the core around which lessons for beginners are centered. "Mother" and "baby" are usually among the first words introduced in our pre-primers and primers. Mother is usually the center of the family constellation; she is the nucleus of the family and to her father and children give love and respect. As the most significant high day of days Mother's Day may easily be made the center of interest in an experience unit for Grade Two.

Approach. As a follow-up to the experiences of the pupils in observing Valentine's Day and Easter, the teacher introduces again a Day Calendar which was developed early in the school year. Mother's Day is pointed out.

The teacher first talks about the celebrations that the Greeks held in honor of mothers more than 2,000 years ago and the "Mothering Sunday" observed in England several hundred years ago. The teacher tells how and when our modern Mother's Day celebration began in 1907.

Previous to experiences in Grade Two, the pupils have been taught



about home and family life. They know the role that mother plays in attending their personal needs and wants. The concept of "Mother" has been emphasized in their development of word recognition and initial sentence reading. The idea of sharing with others and expressing appreciation of what each family member can contribute to the happiness of the family has already been stressed. From these concepts the specific objectives of the unit are derived.

#### I. SPECIFIC OBJECTIVES OF THE UNIT

1. To build a unit of work around the concept of "showing appreciation"
2. To correlate and to motivate learning experiences at school with actual happenings in life
3. To develop skill in co-operation, creative thinking and in oral expression
4. To stress the value of sharing with others

#### II. SUBJECT MATTER, MATERIALS AND ACTIVITIES

##### A. Subject matter areas included in this unit.

- |                   |                |
|-------------------|----------------|
| 1. Social Studies | 4. Art         |
| 2. Reading        | 5. Music       |
| 3. Writing        | 6. Number Work |

##### B. Activities in which children engage:

- |                   |                             |
|-------------------|-----------------------------|
| 1. Listening      | 4. Drawing and Construction |
| 2. Observing      | 5. Writing                  |
| 3. Making reports | 6. Word-building            |



## C. Material Used\_\_\_

- |                 |                          |
|-----------------|--------------------------|
| 1. Raffia       | 5. Paste                 |
| 2. Colored felt | 6. Raffia needle         |
| 3. Yarn         | 7. Crayolas              |
| 4. Paper        | 8. Paints (Water Colors) |

## III. PROCEDURE

A. Launching the unit. National Child Health Day, May 1, is usually recognized in all elementary schools. In many school situations there is held a pre-school round-up at which time mothers of the neighborhood bring to the school those pre-school children who will be six years old at the opening of school in September. In many instances the primary children serve as hosts and hostesses for the visiting mothers and pre-schoolers.

On the day after the pre-school round-up, the children will engage in talking about the mothers and the children who had visited them on the day before. In this manner the teacher will talk to them about the recognition which has been given to mothers and how children show their appreciation for mothers. There might be placed on the bulletin boards replica of the painting of Whistler's Mother which is entitled "An Arrangement in Gray and Black." Likewise, the teacher will present in review the replicas of the Madonna of the Chair" and the Sistine Madonna.\*\*

## IV. DEVELOPMENT

A. Citations by the teacher; reading and discussion by the pupils.

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\*The children have already seen the replicas of the Madonnas during the progression of the Christmas unit.

Since the culmination of activities would precede Mother's Day, the unit will of necessity be of less than ten days duration.\*\*

1. Reading. Each pupil will read his own assignment and as many of the others selected as the time will permit.

2. Reporting. Rather than audience reading, the pupils will make statements about what they have read. The teacher will lead them into informal conversation about what they would like to construct as a gift or greeting for their mothers.

3. Vocabulary development. Children have building words: Directions: Use letters from the word mother to form words which mean:

1. An insect which flies around at night - - - - -
2. "Different" \_\_\_\_\_ - - - - -
3. Referring to Mother \_\_\_\_\_ - - -
4. The name of a boy \_\_\_\_\_ - - -
5. "Face-to-face" \_\_\_\_\_ - - -
6. Where children live \_\_\_\_\_ - - -
7. Place to which \_\_\_\_\_ - - - - -
8. A member of the "ot" family \_\_\_\_\_ - - -
9. A member of the "ot" family \_\_\_\_\_ - - -
10. A male deer \_\_\_\_\_ - - - - -
11. Pointing out something particular \_\_\_\_\_ - - -

---

\*\*The teacher has already collected a variety of reading assignments about mothers from the various pre-primers, primers, first and second readers; these assignments are distributed among the pupils. Individualized teaching will be done in order that the teacher will make sure that each child is able to read his assignment. Not more than one day should be allotted to this procedure.



## Building words from the two words: Mother's Day

12. Several \_\_\_\_\_ - - - -
13. A form of have \_\_\_\_\_ - - -
14. A boy's name \_\_\_\_\_ - - -
15. A play thing \_\_\_\_\_ - - -
16. A girl's name \_\_\_\_\_ - - -
17. Grass tied in bundles \_\_\_\_\_ - - -
18. A boy's name \_\_\_\_\_ - - -
19. To speak \_\_\_\_\_ - - -
20. More than one \_\_\_\_\_ - - -
21. A boy's name \_\_\_\_\_ - - -
22. Not wild \_\_\_\_\_ - - - -
23. A woman teacher of long ago \_\_\_\_\_ - - - -
24. A girl's name \_\_\_\_\_ - - -

## KEY:

- |          |          |
|----------|----------|
| 1. Moth  | 12. some |
| 2. other | 13. had  |
| 3. her   | 14. Roy  |
| 4. Tom   | 15. toy  |
| 5. met   | 16. May  |
| 6. home  | 17. hay  |
| 7. to    | 18. Ray  |
| 8. hot   | 19. say  |
| 9. rot   | 20. they |
| 10. vee  | 21. Ted  |

11. the

22. tame

23. dame

24. Mary

B. Planning

Sharing reactions. After the pupils will have talked about what they have read about mother, the teacher lists on the blackboards statements which pupils make about: (1) making gifts for mothers and/or grandmothers, as:

- a. A holder for mother's scissors
- b. A "thank you" note for her kindness
- c. A hot-dish mat

(2) planning and serving a tea for the mothers of pupils of Grade Two.

## V. CORRELATIONS

A. Reading.

But little reading will be done. The nature of the reading will be rapid silent reading of easy materials which has been taught formerly.

B. Language: Oral and Written

1. Discussion of what has been told to them; what they have read; and what they plan to make or do for mother
2. Writing invitations asking mothers to come to school for a tea given in honor of them
3. Memorizing poems about mother
4. Saying verses about mother when serving the tea



C. Music.

Listening: to recorded songs about mother.

Singing:

"Mother's Song	p. 28
"Mother's Call"	p. 121
"My Mother"	p. 151
"Indian Mother's Song	p. 104

The American Singer Book II

"A Song to Mother" p. 11

The American Singer Book I

Art Education. In connection with art activities relating to the making of Mother's Day greetings, the children can be introduced to good works of art which relate to the theme of motherhood. If there is not available in the community an art gallery to which the children might be carried for observing the real paintings, the teacher could secure reproductions of those paintings which relate to the theme of motherhood. In addition to the ones mentioned in the launching of the unit, it is suggested that the following be utilized:

<u>Name of Picture</u>	<u>Artist</u>
Feeding her birds	Francois Millet
Mother and Daughter	LeBrun
Madonna and Child	Ferruzzi
Martha Washington	Gilbert Stuart
Madonna of the Chair	Raphael Sanzio
The First Step	Francois Millet

## VI. ANTICIPATED OUTCOMES

A. Tool Subjects and Skills

1. Use of crayons, rulers, scissors and needles
2. Knowledge of simple measurement up to ten inches

B. Attitudes

1. Appreciation of what others do for them
2. Habits of courtesy and respect
3. Co-operation

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## A. TEXTBOOK REFERENCES

Beattie and others, American Singer Book II, American Book Company.

Beattie and others, American Singer Book I, American Book Company.

## B. CHILD CRAFT REFERENCES

Volume VI. Holidays and Famous People.

Whistler and His Mother, 155, 146.



## CHAPTER V

### SUMMARY, EVALUATION OF THE USE OF HOLIDAYS AND HIGH- DAYS IN DEVELOPING CHARACTER EDUCATION AND CONCLUSIONS

#### SUMMARY

The pertinent points in this thesis are summarized as follows:

1. Much emphasis is now being placed on the development of moral and spiritual values of children and youth.
2. It is believed that schools can and should increase their effectiveness in the development of such values.
3. Values should permeate the entire educational process, however, character cannot be taught by scheduling so many minutes a day to the task--teaching values, perhaps more than any other kind of teaching depends upon many variable circumstances.
4. Holidays and highdays may provide many situations for character education, for values are best incorporated into conduct by example, experience and observation.
5. Worthwhile learning experiences centered around holidays and highdays, if properly directed, aid in establishing habits which may be rooted in intellectual understanding.
6. It was the purpose of this study to:
  - a. Plan a program of sequential instruction which will direct and develop the abilities of children through the use of holidays and highdays as centers of interest.



- b. Present experiences which will equip children for democratic living and to help them become successful members of their peer group.
- c. Present a pattern of unified instruction which will make a final contribution to the whole curriculum.
- d. Develop knowledge, ideas, and understandings which will help children meet successfully the problems of group living as they progress in school and contribute largely to their competence in living as individuals.

7. America's children should be provided with curriculum experiences which will aid them in developing spiritual and moral values, and ultimately resulting in character development if they are to be guided successfully through this period of great social change.

8. The American public is not conscious of the fact that holidays are milestones in our national and religious life; and that they mark the progress of certain ideas which should be perpetuated in our American culture.

9. Some holidays have more meaning and interest for primary grade children than others. Such as: Halloween, St. Valentine's Day, Washington's Birthday, Easter, Arbor Day, Thanksgiving and Christmas.

10. The performances of twenty-seven boys and girls who took both the California Test of Mental Maturity and the Gray-Votaw-Rogers Achievement Test indicate that there is a wider variability in intelligence as well as achievement in the group.

11. There is an eighteen month range in the span of normalcy in grade achievement. Retardation in school achievement is shown in only



one pupil. However the status of intelligence grade placement reflects retardation in aptitude of twelve pupils.

## EVALUATION

The term evaluation can be applied to any social process. Evaluation of teaching-learning activities is the process of determining how well goals are being achieved. It involves more than testing for the reasons, that a variety of techniques may be utilized to appraise many of the problems that arise in a program of character education. The fact must also be recognized that evaluation is continuous even though periodic summaries of a child's learning may be made from time to time. Furthermore, effective evaluation is part and parcel of instruction, not something apart from it.

Just as objectives and purposes determine the curriculum, equipment, methods and educational administration of a school program so should they determine the specific phases of the total program of education. Therefore any attempt to evaluate pupil growth without consideration of purposes and principles may be considered unsound educational procedure.

### A. GUIDING PRINCIPLES IN EVALUATION

Readiness for evaluation is a basic principle in any teaching-learning situation. Michaelis holds to the following points of view in evaluating social learning.

1. The point of view underlying the program of evaluation should be consistent with the best knowledge available regarding child development and sound social behavior.



2. All the purposes of education must be kept in mind so that social behavior, attitudes, appreciations, and basic concepts, as well as information, will be appraised.
3. The level of development of each child must be known since sound appraisal is based upon the child growth toward desirable goals rather than arbitrary standards.
4. The cooperative nature of evaluation should be recognized.\*

Evaluation is not only a process of formulating judgments but it also includes the growth of all concerned. Since it is a continuous process, not until the objectives for teaching a specific subject have been definitely formulated and the activities put into operation can evaluative activities get underway.

Since character education is not a specific subject, but should penetrate throughout the total school program criteria for evaluating learnings which center around the development of desirable character traits are suggestive.

The writer proposes the following criteria stated in question form for evaluating the learning experiences of second grade pupils through the teaching of holidays as a center of interest:

1. Do the teaching-learning experiences evolve through cooperative planning of teachers, parents other laymen and pupils?
2. Are the experiences directed toward purposes which are understood and accepted by pupils?
3. Are accepted value judgments consistently reflected in the educational experiences suggested in teaching about specific holidays?



4. Is knowledge pertaining to the development of children utilized in the teaching-learning situations?
5. Are important aspects of our social heritage emphasized?
6. Is the teaching directed toward helping pupils to learn to identify important issues and deal with them?
7. Do the activities provide for originality and initiativeness on the part of the pupils?
8. Do the teaching-learning activities concerning holidays make use of community resources in providing meaningful educational experiences for the pupils?
9. Is full use made of available materials and teaching aids?
10. Are varied and appropriate methods of teaching utilized in helping pupils to learn the significance of holidays?
11. Is provision made for evaluating the program in terms of changes in the behavior of pupils?

In evaluating the behavior and learning experiences of pupils in grade two of the Douglass School in regard to character education through the teaching of holidays, the following questions may be asked:

Do pupils know?

1. How to live and work with others
2. How to get along with others
3. How to share responsibility
4. How to give and take

Have pupils shown?

1. Increased ability to read simple reading material
2. Growth in oral expressions

3. Initiative and originality in creative work
4. Skill in simple number work
5. Appreciation for the beautiful
6. Wholesome attitudes toward work and play
7. Honesty and fair play in dealing with others
8. Loyalty to members of the peer group

It is the writer's opinion that regardless of the techniques used to properly evaluate any activity a span of time is necessary before desirable changes may be observable in the general conduct or behavior of an individual.



## CONCLUSIONS

On the basis of this study, the writer makes the following conclusions:

1. That a fuller understanding and appreciation of the meaning of our holidays may be developed if their real significance is integrated with real life teaching-learning situations.
2. That holidays and highdays have special appeal to children and the observance of many of them may be celebrated as a part of the entire subject-matter program.
3. That literature pertaining to holidays and highdays make a special contribution to social living.
4. That the past has a great influence on our present patterns of culture and these patterns are still in the process of development.
5. That a child in the primary grades does not possess intellectual maturity basic to understanding of the sequential enumerations of the past, through the guidance of a resourceful teacher he may be led to develop desirable understandings and appreciations of his social heritage as understood in the observance of selected holidays and highdays.
6. That certain factors operating in the out-of-school situations influence the mental maturation of pupils.
7. That the pupils included in this study are of average achievement and apparently there should be no specific difficulty in providing an enrichment in the curriculum offerings through

emphasizing holidays and highdays as centers of interest.

8. That only indirectly can parents guide a child toward worthy people and worthy achievements as the objects of his respect, therefore, character education may definitely approached through worthy persons characterized through the study of holidays and highdays.



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**APPENDICES**



## APPENDIX A

CALIFORNIA TEST OF MENTAL MATURITY  
NON-LANGUAGE AND LANGUAGE SECTION

PRIMARY GRADES

1--2--3

1951 Edition



Primary • GRADES  
1 - 2 - 3 • 1951 Edition

# California Test of Mental Maturity

NON-LANGUAGE AND LANGUAGE SECTIONS

Devised by

ELIZABETH T. SULLIVAN, WILLIS W. CLARK, AND ERNEST W. TIEGS

## Non-Language Section

(Language Section starts with Test 10 on page 11.)

### TO BOYS AND GIRLS:

This test booklet has some games you will like. They will show how well you can think. Do as many of them as you can.

**DO NOT TURN THIS PAGE UNTIL TOLD TO DO SO.**

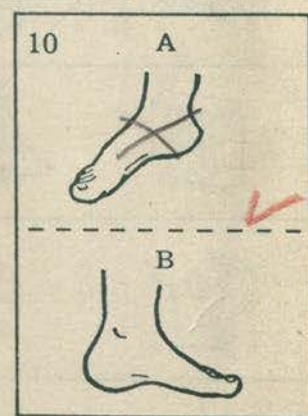
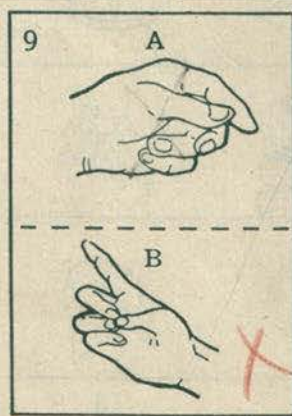
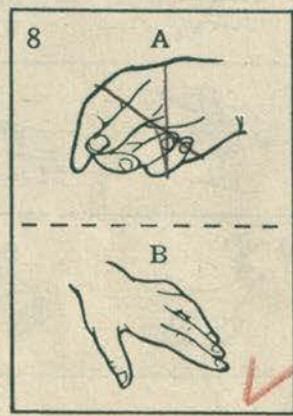
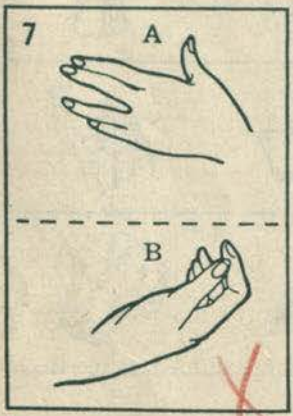
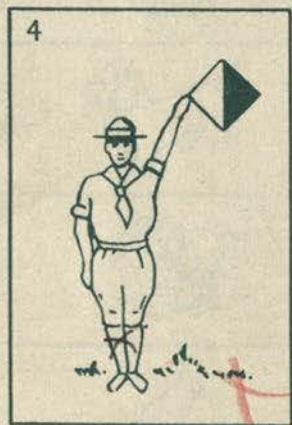


# TEST 1

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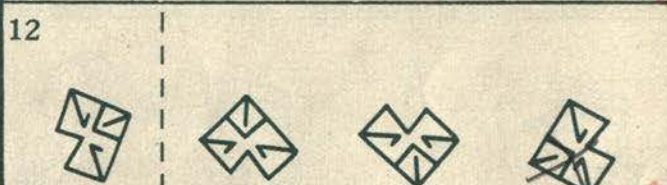
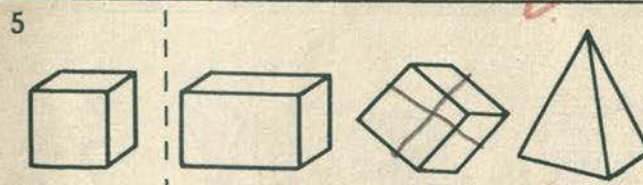
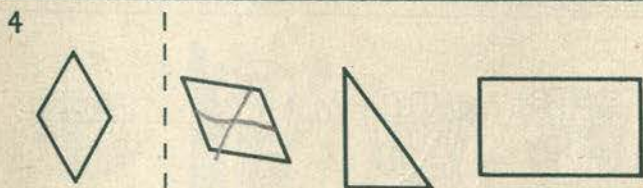
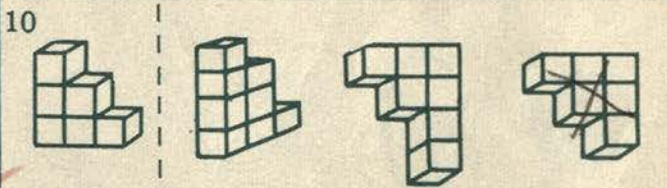
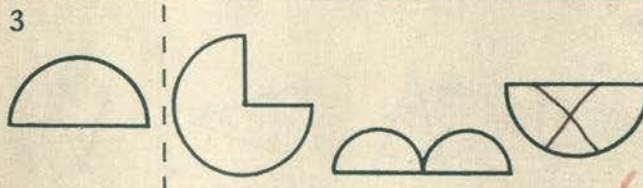
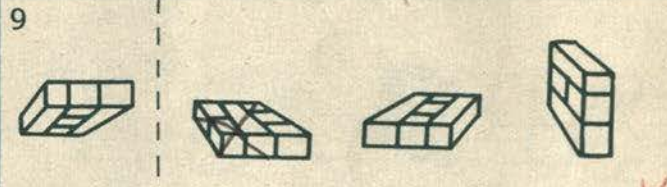
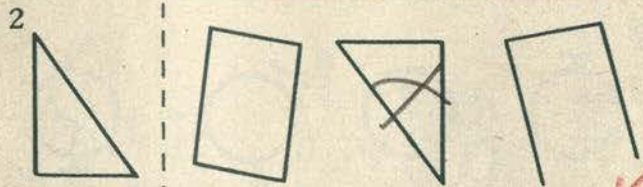
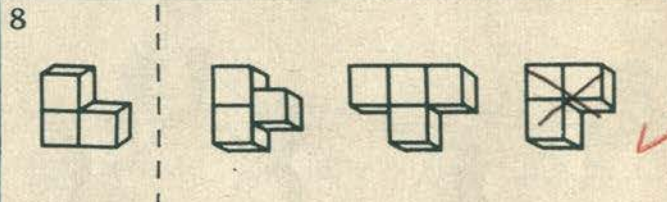
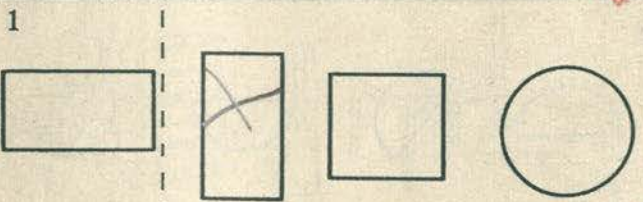
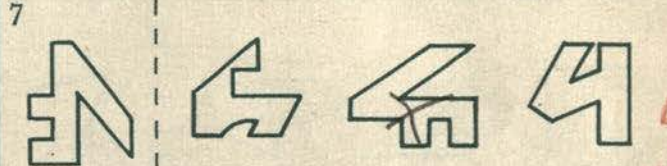
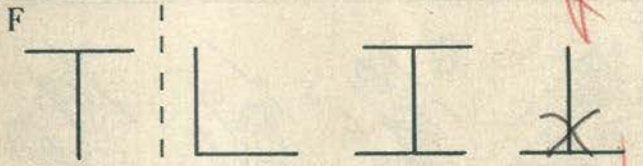
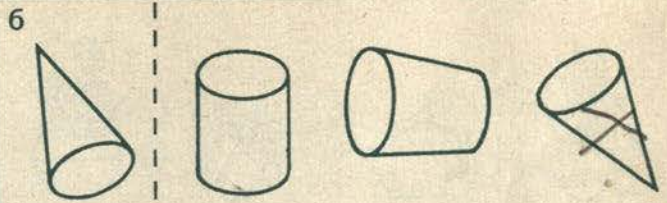
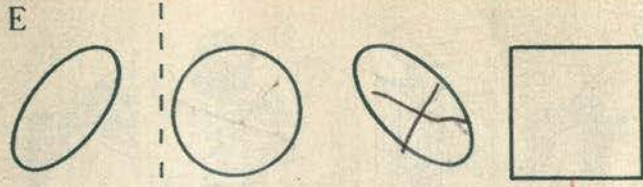


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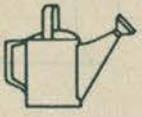


































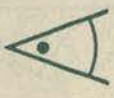

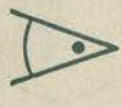


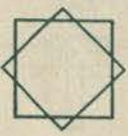














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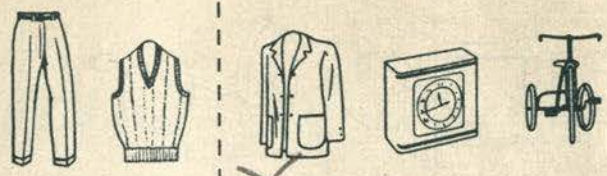
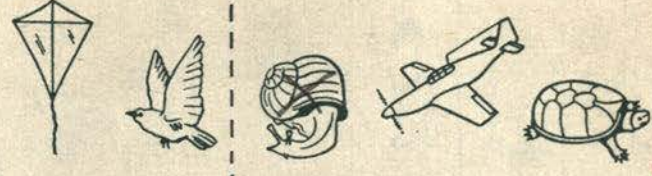
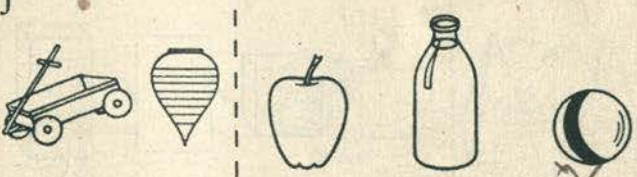

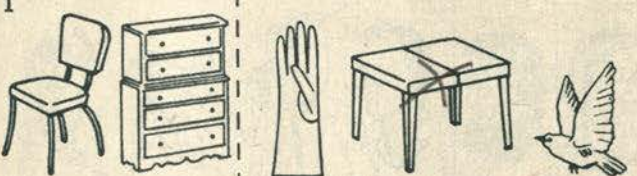
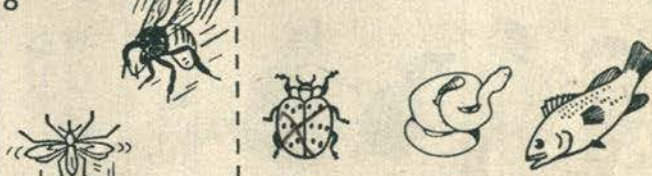
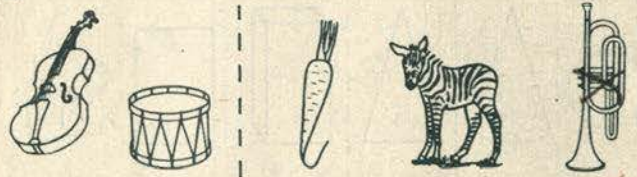
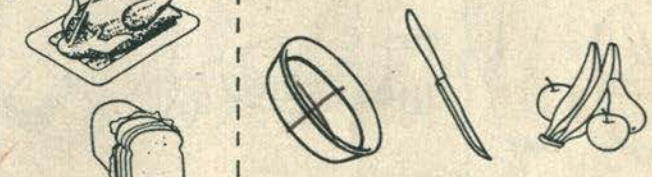








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TEST 6

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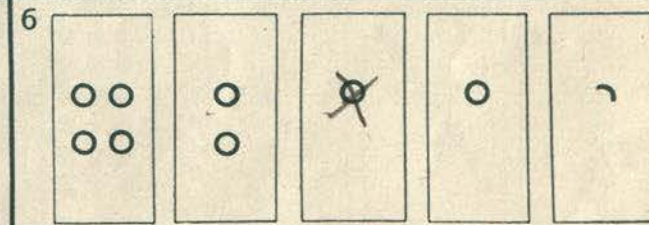
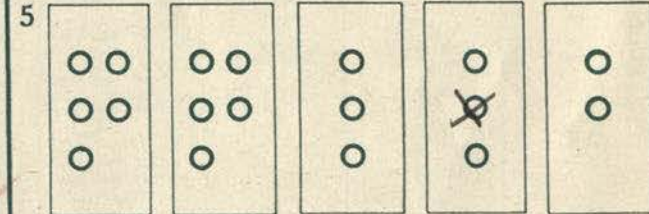
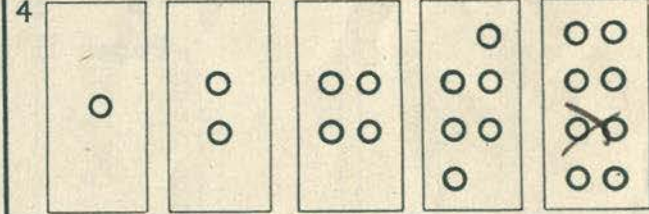
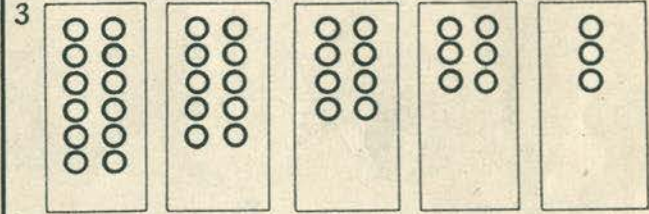
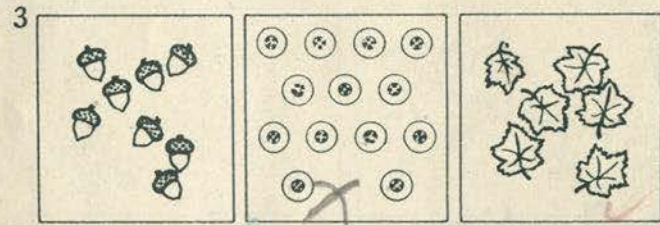
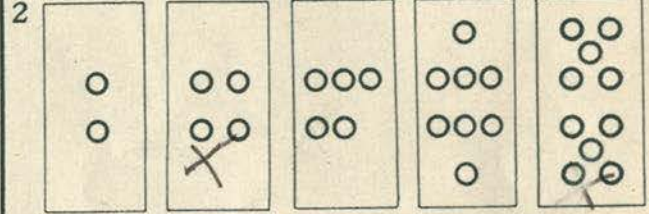
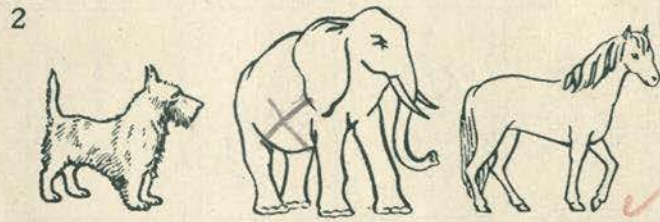
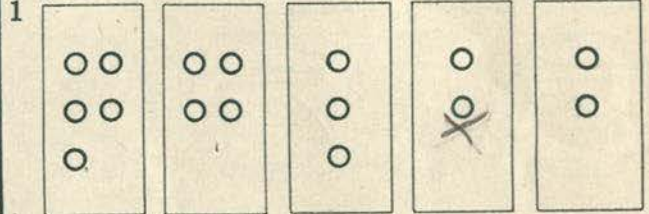
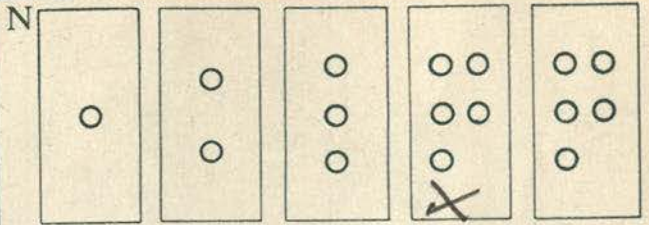
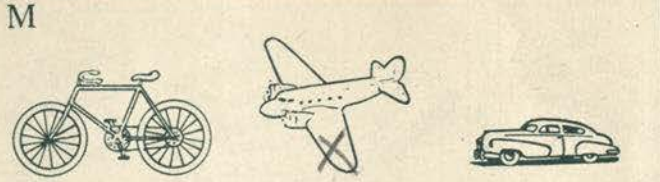
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TEST 9



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# Language Section

Pages 11 through 14



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TEST 8

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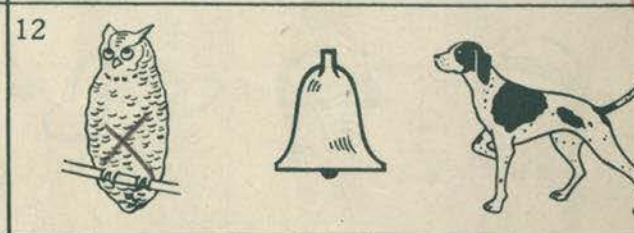
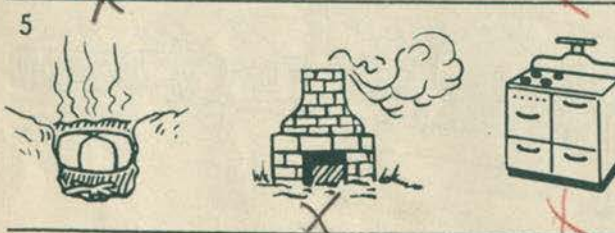
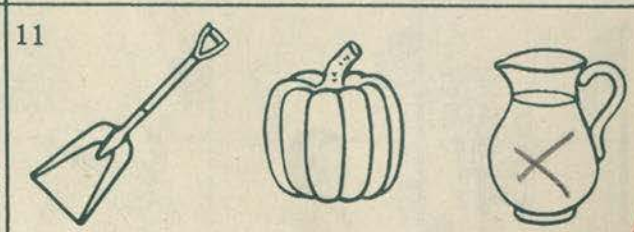
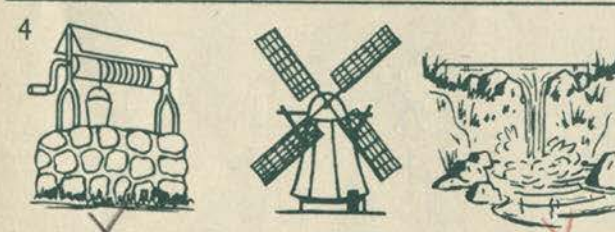
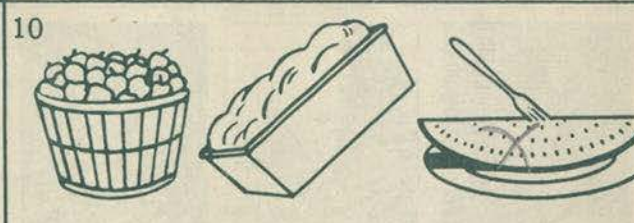
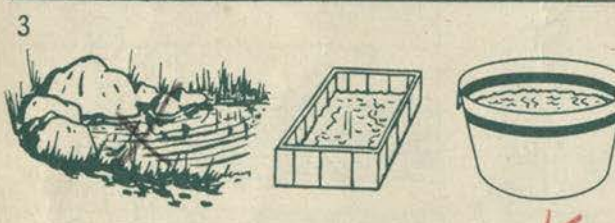
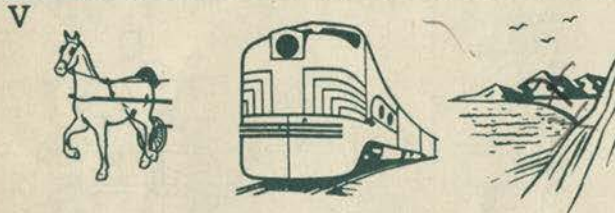
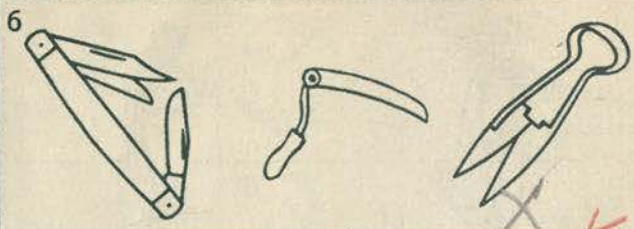
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TEST 2



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(CIRCLE ONE)  
 Boy  Girl

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 Last First Middle  
 School Douglas Elem. City Pittsburg Test  
 Examiner ( ) Pupil's Age 9 Month 9 Day 8 Year 44

California Test of Mental Maturity primary GRADES 1-2-3 1951 edition  
 DEVISED BY E. T. SULLIVAN, W. W. CLARK, AND E. W. TIEGS

See MANUAL for instructions. **DIAGNOSTIC PROFILE** (Chart Pupil's Scores Here)

Factor	Pupil's Score	Mental Age																					
		Mo.	48	60	72	84	96	108	120	132	144	156	168										
<b>MEMORY</b>																							
1. Immediate Recall	20	14	6	10	11	12	13	14	15	16	17	18	19	20									
2. Delayed Recall (p.14)	12	8	4	5	6	7	8	9	10	11	12	13	14	15									
<b>TOTAL (1+2)</b>	<b>32</b>	<b>22</b>	10	15	17	19	20	21	22	23	24	25	26	27	28	29	30	31	32				
<b>SPATIAL RELATIONSHIPS</b>																							
3. Sensing Right and Left	10	10	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
4. Manipulation of Areas	12	19	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
<b>TOTAL (3+4)</b>	<b>22</b>	<b>19</b>	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
<b>LOGICAL REASONING</b>																							
5. Opposites	12	7	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
6. Similarities	12	5	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
7. Analogies	12	6	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
8. Inference (p.13)	12	9	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
<b>TOTAL (5+6+7+8)</b>	<b>48</b>	<b>25</b>	4	8	12	16	20	24	28	32	34	36	38	40	42	44	45	46	47	48			
<b>NUMERICAL REASONING</b>																							
9. Number Concepts	12	5	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
10. Numerical Quantity	12	8	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
<b>TOTAL (9+10)</b>	<b>24</b>	<b>13</b>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
<b>11. TOTAL VERBAL CONCEPTS</b>	<b>28</b>	<b>24</b>	8	10	13	15	16	17	18	19	20	21	22	23	24	25	26	27	28				
<b>TOTAL MENTAL FACTORS</b>	<b>154</b>	<b>103</b>	40	50	60	70	80	90	100	110	115	120	125	130	135	140	145	150	154				
<b>LANGUAGE FACTORS</b> (2+8+10+11)	<b>64</b>	<b>47</b>	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90						
<b>NON-LANGUAGE FACTORS</b> (T.M.F. Score - Lang. Score)	<b>90</b>	<b>56</b>	20	30	40	45	50	55	60	65	70	75	80	85	90								
<b>CHRONOLOGICAL AGE</b> Average Gr. Pl. Equiv.	<b>113</b>	48	60	72	84	96	108	120	132	144	156	168											
<b>INTELL. GRADE PLACEMENT</b>	<b>2.6</b>	Kgn. Trans. 1.0 2.0 3.0 4.0 5.0 6.0 7.0 8.0																					

%ile Rank for C.A. **7**  
**5**  
**80**  
**5**  
**20**  
**80**  
**10**  
**40**  
**5**

Yr.	4.0	5.0	6.0	7.0	8.0	9.0	10.0	11.0	12.0	13.0	14.0
* Non-Language Tests											
Mental Age											
Mo.	48	60	72	84	96	108	120	132	144	156	168

**SUMMARY OF DATA**

	SCORES	M	A	÷	C	A	=	I. Q.	Intell. Grade Place.
TOTAL MENTAL FACTORS	103	93	113	82	2.6				
LANGUAGE FACTORS	47	101	113	89	3.2				
NON-LANGUAGE FACTORS	56	84	113	73	1.8				



GRADE 1-3

Name: James Age: 7 School: Grade 1 Sex: M

Date: 10/12/58 Where: 1st

Where is your next birthday? 10/12/59

Name of your school: 1st

Name of your mother: Douglas

Grade	Score
1	2.7
2	2.7
3	2.7

## INDIVIDUAL EDUCATIONAL CHART

Year	Month	Days	Age	Grade	Score	Comments
1958	10	12	7	1	2.7	
1959	10	12	8	2	2.7	
1960	10	12	9	3	2.7	

### APPENDIX B

## THE GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TEST FORM R PRIMARY TEST GRADES 1-3

2.7  
2.7  
2-10



# FORM R

46-6-9 THE GRAY-VOTAW-ROGERS

# GENERAL ACHIEVEMENT TESTS

## PRIMARY TEST

GRADES 1-3

Name Clara Mae Moore Grade 2 Boy or Girl Girl

Date March 22 1954 What is your age? 7

When is your next birthday? JUNE 12 1954 (6/9/46)

Name of your town or district Pittsburg Texas

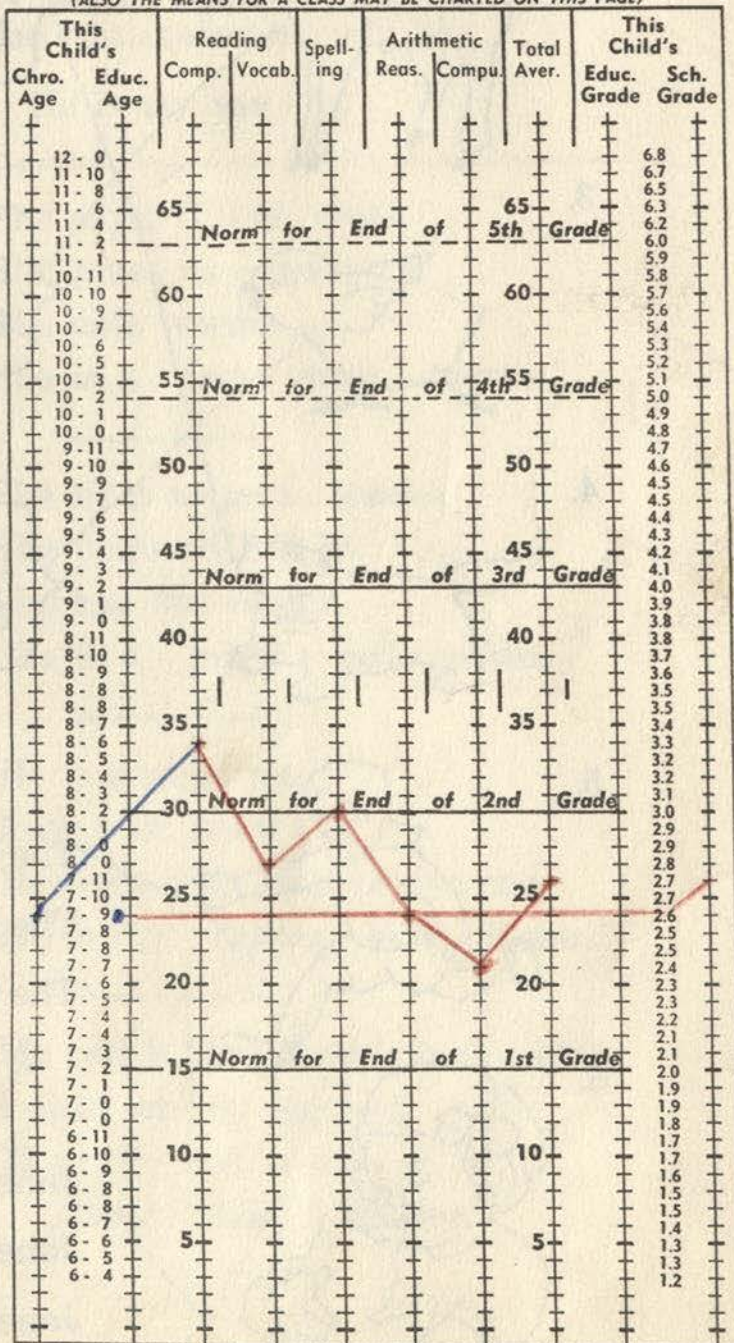
Name of your building Douglass Elementary

By  
 HOB GRAY  
 The University of Texas  
 DAVID F. VOTAW  
 Southwest Texas State Teachers College  
 J. LLOYD ROGERS  
 Southwest Texas State Teachers College

Test	Score
1. Reading: Comp.	34
2. Reading: Vocab.	27
3. Spelling	30
4. Arith. Reas.	24
5. Arith. Compu.	19
5) <u>134</u>	
Total Average	<u>26.8</u>
Educational Grade	<u>2.7</u>
Educational Age	<u>7-9</u> <u>7-10</u>

## INDIVIDUAL EDUCATIONAL CHART

(ALSO THE MEANS FOR A CLASS MAY BE CHARTED ON THIS PAGE)



- The educational grade and age scales on this Profile Chart indicate the norms for this test.
- The short vertical lines are probable errors of the estimated true scores.
- The scale of scores for all of the tests has been equated. Thus uniform achievement will be indicated for a child if the line connecting his ten score-points is approximately horizontal.
- See directions in manual for plotting the educational profile.
- Age and grade values above the score 56 and below the score 9 are extrapolated.

DIRECTIONS printed in manual must be followed in administering this test if the results are to be compared with norms.



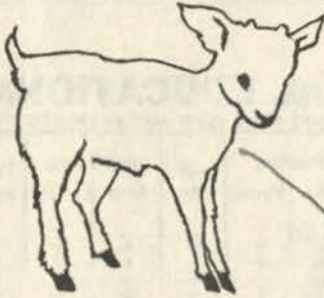
# TEST 1. READING: COMPREHENSION

1.



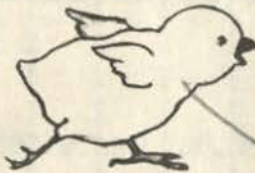
I am Mother.  
I like children.

2.



I am a kitten.  
Mew-mew!

3.



I am Billy.  
Baa-baa!

4.



I am a chick.  
Peep-peep!

5.



The boy has a hat.  
The boy runs.  
The boy is in a tree.

6.



Jane has a kitty.  
Jane sees a squirrel.  
Jane looks at Father.



**DIRECTIONS:** Draw a line under the word that makes the sentence true. Do not skip any of the items. Let this sample guide you:

**Example:**

He can bark.

He does not like cats.

He can shake hands.

He is my **cat** dog tree.

When the right word is underlined, the last statement will be:

He is my **dog**.

She says, "Cluck, cluck."

She gives us eggs.

She eats worms.

7. She is a **hen** duck mouse.

She likes to go to school.

She plays with dolls.

She has two eyes.

8. She is a **pussy** girl robin.

He is a good man.

I see him every day.

He lives with Mother and me.

9. He is my **father** doll house.

My bed is big. Baby's bed is little.

I sleep on my big bed.

10. The little bed is for

**Kitty** Baby Mother.



Bob's pony eats grass.

11. A pony likes to eat  
**eggs nuts grass.**

See Rover and Baby run.

12. Rover can run faster than Baby  
because he is our  
**boat garden dog.**

"Run home, little Rabbit," said  
Mary. The little rabbit ran home  
to his mother.

13. The rabbit was  
**small white large.**

14. Mary wanted the rabbit to  
**go away stay jump.**

Rabbits like carrots, and chickens  
like corn. Jack bought some corn  
for his chickens and some carrots  
for his rabbits.

15. Jack had  
**one pet two pets several pets.**

16. For his chickens he bought  
**carrots corn eggs.**

It was Betty's housecleaning day.  
She had sung to her dolly and  
rocked it, but the dolly remained  
awake for a long time.

17. Finally the dolly went to  
**hide town sleep.**



18. Betty wanted to  
**bake bread pick apples**  
**clean house.**
- .....

The dog and the cat are ancient enemies; yet quite often they become fast friends. Fred's fine dog, a German police, and Kate's cat, a beautiful Maltese, play together and eat from the same plate.

19. Kate has a  
**pretty cat police dog**  
**girl friend.**

20. The cat and dog  
**run away eat together fight.**
- .....

Jane was sick and could not attend Ruth's birthday party. The children brought Ruth many presents, among which were a doll, a dress, and a box of candy.

21. The party was at  
**Mary's home Ruth's home**  
**Jane's home.**

22. After the party Ruth remembered that Jane liked sweets, so she sent Jane

**the dress some candy the doll.**

.....

Joe is kind to dogs and is always sorry to see a dog hungry.

A hungry, stray dog came one morning, and Joe gave the poor fellow some breakfast.

23. The dog that came was  
**scared large lost.**



24. Joe gave the dog  
food water a home.

.....

In the house at night Tommy annoys everyone by his foolish fear of the dark. He will not go into a dark room alone.

25. Tommy is afraid of  
darkness bears frogs.

26. Before he enters a room it must be  
warmed painted lighted.

.....

Queen Elizabeth, after a moment's hesitation, smiled graciously at Sir Walter and stepped daintily upon the velvet cloak. The queen's pretty shoes were not soiled by the mud, but Sir Walter's cloak was ruined.

27. Mud got on the  
cloak shoes queen.

28. The queen was  
angry pleased unhappy.

.....

In a short time the Indians had set up their wigwams and had the campfires burning brightly. Wigwams are used by Indians for houses.

29. Indians set up wigwams  
quickly slowly carelessly.

30. A wigwam is an Indian's  
food clothing home.



Dick had been told that the moon was made of green cheese. On the little boy's first visit to the grocery he got a big surprise. "Oh, Mother," he cried excitedly when he returned, "Mr. Smith has the moon in his store, and he cut a slice off it for a lady."

31. At the store Dick saw  
the moon some cheese  
Mrs. Smith.

32. Dick thought the cheese was  
butter good to eat the moon.

.....

Autumn had come to the hills. The leaves had turned brown, and nuts were dropping to the ground. Gay squirrels frisked about, gathering the nuts.

33. The season of the year was  
summer fall spring.

34. The squirrels were  
happy drowsy sad.

.....

Mr. Wilson announced to Ruth, Jane, and Ted that if the sun rose clear and bright the next day, he would take them all to the fair. What a disappointment the children had the next morning when they awoke to find the sky was cloudy.

35. The cloudy sky meant  
going to the fair staying home  
a happy time.



✓ 36. On the morning of the fair the children felt

unhappy excited pleased.

Ordinarily as a car grows older, its engine becomes more noisy. Also, bolts in the body of an old car loosen and rattle.

✗ 37. A new car is

noiseless noisy fairly quiet.

✗ 38. The bolts in a new car are

loose tight rusty.

Basil was an unusual youth. While most boys chose other boys for companions, Basil preferred to lie on the lawn, look up at the clouds, and talk to them. The clouds were Basil's companions.

✗ 39. Basil was sad odd noisy.

✗ 40. He liked to talk to

clouds other boys his pets.

1st & 2nd Gr. 3rd Gr.

Credit to point of beginning ..... 0 ..... 6

Number correct - - - - - 19

Sum - - - - -

Score - - - - - 35

Sum..... 0 | 1 | 2

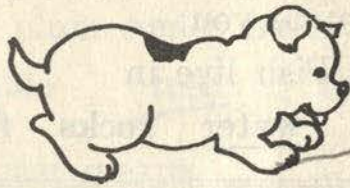
Score..... 0 | 1 | 3

3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
4	5	7	8	10	13	15	17	20	22	25	27	29	31	32	33	34	35	36	36	37	38	39	40	41	42	44	47	49	52	54	56	58	60	62	64	66	69



# TEST 2. READING: VOCABULARY

1.



quack-quack

bow-wow

cluck-cluck

baa-baa

2.



baby

cow

tree

water

3.



went

get

give

play

4.



rabbit

bear

fox

milk

5.



say

make

take

want



**DIRECTIONS:** Draw a line under the word that makes the sentence true. Do not skip any of the items. Let this sample guide you:

**Sample:** Fish live in  
trees water rocks fields.

✓

6. Children eat  
bread trees hay money.

✓

7. A doll is a  
cake toy bed hill.

✓

8. At night boys and girls should  
run sing sleep work.

✗

9. A penny is  
money paper wood hay.

✓

10. We laugh when we are  
surprised happy lost afraid.

✓

11. A robin is a  
rabbit bird bee nest.

✗

12. Soil is a part of the  
ocean school sky earth.

✗

13. Prayer is heard most often at  
church parties stores races.

✗

14. Seeds produce  
money rags paint plants.

✗

15. A library has  
books bottles horns hammers.

✗

16. A journey is a  
trial ship trip road.



17. To exercise is to  
eat need pray drill.
18. A plum comes from a  
table tree basket store.
19. Least means  
last smallest soon equal.
20. Difficult means  
hard useful easy ugly.
21. Simple means  
silent happy single easy.
22. Patterns are for  
food picnics dresses plants.
23. A university is a  
ray school realm pearl.
24. To interrupt is to  
visit disturb abuse dispute.
25. Ideas come when we  
cry talk think look.
26. A minister  
preaches sews hates bets.
27. Pork comes from  
hogs sheep goats cows.
28. A dispute is a kind of  
argument meeting game dwelling.
29. Rage refers to  
fever laughter records anger.



- ✓ 30. A foreign person is one who is outside his country home state church.
- ✓ 31. An ancient house is one that is old high large dark.
- ✗ 32. Bravery refers to crime courage football courtesy.
- ✗ 33. A mansion is a kind of residence airplane rhyme family.
- ✗ 34. A model is a moral pattern story lamp.
- ✗ 35. A dungeon is a kind of burglar bureau prison servant.
- ✗ 36. Yonder refers to time age night place.
- ✗ 37. To explore means to enter examine envy reap.
- ✗ 38. Wardrobe refers to weapons screens clothing recompense.
- ✓ 39. An opportunity is a falsehood opinion chance occupation.
- ✗ 40. A vow is a promise prison process veil.

	1st & 2nd Gr.	3rd Gr.
Credit to point of beginning	0	5
Number correct - - -	16	-----
Sum - - - - -	-----	-----
Score - - - - -	27	-----

Sum.....																																				0	1	2
Score.....																																				0	1	2
3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
4	6	9	12	14	17	19	20	21	22	24	25	26	27	29	30	31	33	34	36	38	40	42	44	45	47	49	51	53	55	56	58	59	61	62	64	66	69	



# TEST 3. SPELLING

are ✓	lake ✓
you ✓	red ✓
go ✓	get ✓
not ✓	bring ✓
boy ✓	late ✓
come ✓	bate ✗
big ✓	bettle ✗
will ✓	dinnic ✗
into ✓	tee ✗
we ✓	Date ✓
hat ✓	farm ✓
ball ✓	walked ✗
cold ✓	
ball ✓	
ice ✓	
six ✓	
mother ✓	
bottle ✗	
Sum ✗	
yarn ✗	

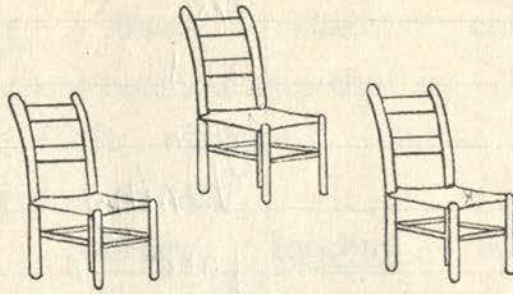
	1st & 2nd Gr.	3rd Gr.
Credit to point of beginning	0	10
Number correct - - -	24	-----
Sum - - - - -	-----	-----
Score - - -	30	-----

Sum .....	0	1	2	3	4																																
Score .....	0	2	4	6	8																																
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
10	11	13	15	16	17	18	19	19	20	21	21	22	23	25	26	27	28	29	30	31	32	33	35	37	40	42	45	47	49	51	54	56	58	60	62	64	66



# TEST 4. ARITHMETIC REASONING.

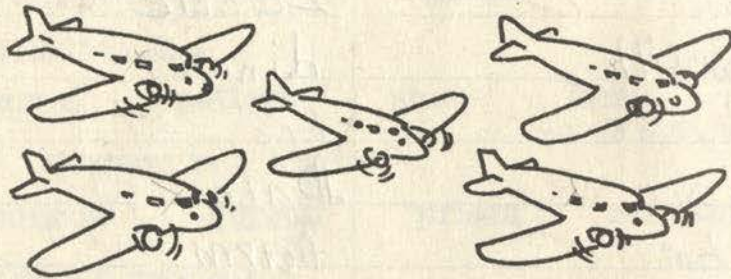
1.



3



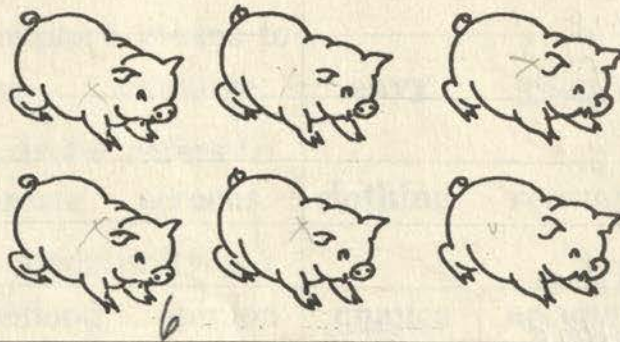
2.



5



3.



4.

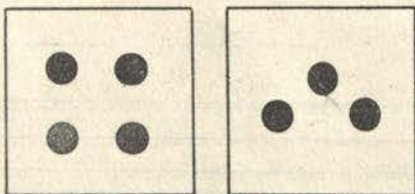


5



Answer: \_\_\_\_\_

5.



4

3

Answer: \_\_\_\_\_



6.

1.

3.

2.

.4

7.

6.

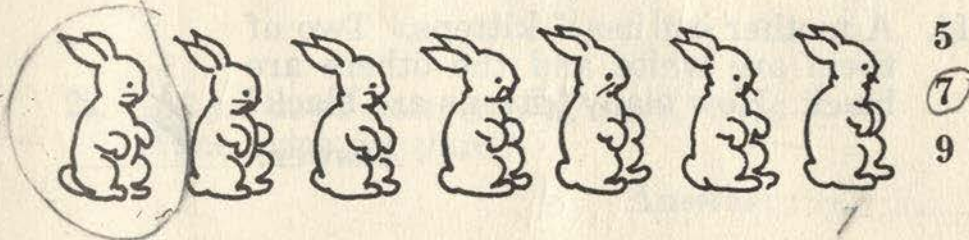
9

8.

5



7.



8.

4.

.6

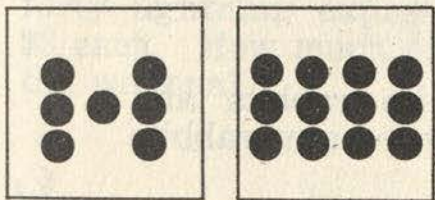
.2

8.

10.



9.



7

12

Answer: 19



**DIRECTIONS:** Find all the answers as quickly as possible. Write answers on the answer lines. You may figure on the margins of this test.

10. How many balls do you see here?



Answer: 5



11. What number has been left out?

20, 21, 22, 23, 25.

Write it here: Answer 24





12. If 3 boys and 2 girls are walking to school, how many children are walking to school?

Answer: 5 ✓

13. How many pennies are in a dime?

Answer: 10 ✓

14. A mother cat has 6 kittens. Two of them are white and the others are black. How many kittens are black?

Answer: 4 ✗

15. Howard has 9 pennies, Bob has 4, and Jack has 6. How many pennies have they together?

Answer: 13 ✗

16. A train has 5 Pullman coaches and 3 day coaches. How many coaches are in the train?

Answer: 8 ✓

17. James has 12 white rabbits and 4 brown ones. How many rabbits has he?

Answer: 16 ✓

18. Tom had 8 pennies. He gave 3 at Sunday School. How many had he then?

Answer: 5 ✓

19. Early one morning Joe gathered a dozen eggs. His mother fried 3 for breakfast. How many were left?

Answer: 7 ✗



20. From a roll of cloth containing 15 yards, 8 yards were removed. How many yards remained?

Answer: 7 ✓

21. Each of 3 boys has 23 cents. How much have they together?

Answer: 69 ✓

22. If 6 yards of cloth cost 42 cents, what is the price per yard?

Answer: 7 ✓

23. Mrs. Brown bought a piano for \$475. She paid \$250 in cash and agreed to pay the remainder January 1. How much will she pay January 1?

Answer: 225 ✓

24. Don's father owns a store. He bought forty lightning express wagons at \$3 each. How much did he pay for the wagons?

Answer: 120 ✓

25. Tom bought 3 tops at 6 cents each. How much change did he receive from a quarter dollar?

Answer: 15 ✓

26. Mr. Young's income for January was \$275 and for February \$250. His total expense for both months was \$125. How much did he save?

Answer: 400 ✓



27. A dozen girls and 10 boys were on the playground; then 8 girls went into the house. How many more boys than girls were then on the playground?

Answer: 13

28. A baker finds that for every 16 pounds of flour sifted there is one pound of waste. How many pounds of waste will result from sifting 864 pounds of flour?

Answer: 864

	1st & 2nd Gr.	3rd Gr.
Credit to point of beginning	<u>0</u>	<u>9</u>
Number correct - - -	<u>14</u>	-----
Sum - - - - -	-----	-----
Score - - -	<u>24</u>	-----

Sum.....	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
Score.....	0	1	3	5	6	8	9	10	12	14	15	17	19	22	24	26	29	32	35	38	42	45	48	52	55	59	62	66	69



## TEST 5. ARITHMETIC COMPUTATION

**DIRECTIONS:** Find the answers as quickly as possible but try to be accurate. Before beginning work on an example be sure you understand what you are to do.

(1) Add

$$\begin{array}{r} 1 \\ 1 \\ \hline 2 \end{array}$$



(2) Add

$$\begin{array}{r} 3 \\ 2 \\ \hline 5 \end{array}$$



(3) Subtract

$$\begin{array}{r} 4 \\ 2 \\ \hline 6 \end{array}$$



(4) Add

$$\begin{array}{r} 3 \\ 3 \\ \hline 6 \end{array}$$



(5) Subtract

$$\begin{array}{r} 4 \\ 1 \\ \hline 5 \end{array}$$



(6) Subtract

$$\begin{array}{r} 4 \\ 4 \\ \hline 8 \end{array}$$



(7) Add

$$\begin{array}{r} 1 \\ 2 \\ \hline 3 \end{array}$$



(8) Add

$$2 + 2 = 4$$



(9) Subtract

$$4 - 3 = 7$$



(10) Subtract

$$\begin{array}{r} 2 \\ 2 \\ \hline 4 \end{array}$$





(11) Subtract

$$5 - 1 = 6 \quad +$$

(12) Add

$$\begin{array}{r} 5 \\ 3 \\ \hline 8 \end{array} \quad \checkmark$$

(13) Add

$$\begin{array}{r} 5 \\ 0 \\ \hline 5 \end{array} \quad \checkmark$$

(14) Add

$$\begin{array}{r} 1 \\ 7 \\ 5 \\ 6 \\ \hline 19 \end{array} \quad \checkmark$$

(15) Subtract

$$\begin{array}{r} 15 \\ 3 \\ \hline 18 \end{array} \quad +$$

(16)

$$6 \times 4 = 10 \quad +$$

(17) Subtract

$$\begin{array}{r} 13 \\ 5 \\ \hline 8 \end{array} \quad \checkmark$$

(18) Subtract

$$\begin{array}{r} 9 \\ 4 \\ \hline 13 \end{array} \quad +$$

(19) Subtract

$$\begin{array}{r} 16 \\ 9 \\ \hline 118 \end{array} \quad +$$

(20) Add

$$\begin{array}{r} 52 \\ 64 \\ 43 \\ 21 \\ \hline 180 \end{array} \quad +$$

(21) Subtract

$$\begin{array}{r} 477 \\ 339 \\ \hline 1109 \end{array} \quad +$$

(22)

$$4 \overline{) 812} \quad +$$



(23) Add

$$\begin{array}{r} 848 \\ 3491 \\ 6641 \\ \hline 318 \end{array}$$

X

(24) Subtract

$$\begin{array}{r} 96522 \\ 37854 \\ \hline 9652 \end{array}$$

X

(25)

$$5 \times 0 = 5$$

X

(26) Add

$$\begin{array}{r} 15 \frac{2}{3} \\ 73 \\ \hline 75 \end{array}$$

X

(27) Subtract

$$\begin{array}{r} 7400 \\ 3828 \\ \hline 7400 \end{array}$$

X

(28)

$$8 \overline{) 61.68}$$

X

(29)

$$16 \div 4 = 64$$

X

(30)

$$\frac{1}{4} \text{ of } 248 = 248$$

X

(31) Subtract

$$\begin{array}{r} 53 \frac{1}{2} \\ 26 \frac{1}{4} \\ \hline 53 \end{array}$$

X

(32) Multiply

$$\begin{array}{r} 3658 \\ 84 \\ \hline 348 \end{array}$$

X

Number correct answers - - - - 9

Score - - - - 19

No. correct.....	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Score.....	0	1	3	5	8	10	13	15	17	19	20	22	24	25	27	29	31	34	37	40	43	45	47	49	52	54	56	58	60	62	64	66	69



A CHECKLIST FOR OBSERVING CHARACTER TRAITS  
OF CHILDREN IN GRADE TWO OF THE DOUGLASS  
SCHOOL, PITTSBURG, TEXAS

The following data regarding the subjects of this study are obtained for the purpose of correlating the behavior characteristics and grade status which influence their character development.

APPENDIX C

A CHECKLIST FOR OBSERVING CHARACTER  
TRAITS OF CHILDREN OF GRADE TWO OF  
THE DOUGLASS SCHOOL, PITTSBURG, TEXAS

Name of pupil \_\_\_\_\_ Age \_\_\_\_\_

I. PERSONAL CHARACTERISTICS

1. Attendance at school:	Regular	Partly regular	Irregular	
2. Number of years of school group participation	2-1	2-2	2-3	
3. Number of years in present school	2-1	2-2	2-3	
4. Age status with respect to the group	Younger	Average	Older	
5. Teacher has known the child personally since _____	Date			
6. Teacher has visited the home of the child	Very often	Often	Sometimes	Never
7. Teacher has had personal conferences with the father or mother, or both	Father	Mother	Both	None
	Often	Sometimes	Never	



A CHECKLIST FOR OBSERVING CHARACTER TRAITS  
OF CHILDREN OF GRADE TWO OF THE DOUGLASS  
SCHOOL, PITTSBURG, TEXAS

The following data regarding the subjects of this study are obtained for the purpose of appraising the behavior characteristics and group status which influence their character development.

Directions: The teacher will please underscore the word or phrase which most accurately describes the status of the pupil appraised and his behavior characteristics.

Name of pupil \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_

I. HOME-SCHOOL COOPERATION

- |  |            |                |               |               |
|--|------------|----------------|---------------|---------------|
| 1. Attendance at school:   | Regular    | Fairly regular | Below Average |               |
| 2. Number of years of school group participation                       | 0-1        | 2-3            | 4-5           |               |
| 3. Number of years in present school                                   | 0-1        | 2-3            | 4-5           |               |
| 4. Age status with respect to the group                                | Average    | Older          | Younger       |               |
| 5. Teacher has known the child personally since:                       | _____      |                |               |               |
|  | Date       |                |               |               |
| 6. Teacher has visited the home of the child                           | Not at all | Once           | Twice         | Several times |
| 7. Teacher has had personal conferences with father or mother, or both | Father     | None           | One           | Several       |
|  | Mother     | None           | One           | Several       |
|  |            | Both           | One           | Several       |



8. Teacher has had access to educational and/or psychological records of former years:      Yes      No

## II. CHARACTER TRAITS

Indicate the degree to which you think this pupil exhibits the following character traits:

	<u>To a great extent</u>	<u>To some extent</u>	<u>Very little</u>	<u>Not at all</u>
1. Self-control	_____	_____	_____	_____
2. Persistence	_____	_____	_____	_____
3. Service	_____	_____	_____	_____
4. Unselfishness	_____	_____	_____	_____
5. Loyalty	_____	_____	_____	_____
6. Honesty	_____	_____	_____	_____
7. Truthfulness	_____	_____	_____	_____
8. Cooperation	_____	_____	_____	_____
9. Dependability	_____	_____	_____	_____
10. Adaptability	_____	_____	_____	_____
11. Self-reliance	_____	_____	_____	_____
12. Obedience	_____	_____	_____	_____

## III. THE CHILD'S HOME

### SITUATION

1. Position among siblings:

(a) Ordinary position: 1st      2nd      3rd      4th      5th      6th      7th or more

(b) Age differences \_\_\_\_\_

(c) Sex differences \_\_\_\_\_



2. Parent-parent relationship: Together      Apart      Cooperative  
Derogative      Optimistic      Moody      Sarcastic regarding each other  
Attitude of indifference with respect to each other  
Strong mutual loyalty between each other
3. Parent-child relationship: Over-protective      Indifferent  
If over-protective, possible reasons: (a) family lost child (b) child is  
handicapped (c) child is sickly (d) an adopted child (e) parents rather  
old (f) over-ambitious for the child.
4. Personality status of parents:  
(a) Strongest feature in mother's character \_\_\_\_\_  
(b) Strongest feature in father's character \_\_\_\_\_  
(c) Outstanding defect in mother's character \_\_\_\_\_  
(d) Outstanding defect in father's character \_\_\_\_\_
5. Status of parent's health:  
(a) Mother: Average      Below average      (b) Father's      Average  
Below Average
6. Father's occupation or profession: \_\_\_\_\_  
Status of employment: Regular      Irregular      Unemployed
7. Mother's occupation or profession: \_\_\_\_\_  
Status of employment: Regular      Irregular      Unemployed
8. Mobility of family      Transient      Stable
9. Class status of family: Upper      Middle      Lower      Lower-lower

The following series of questions and the multiple choice answers are listed for further teacher appraisal of pupils of the second grade in the Douglass school.



Directions: The teacher will please underscore the word or phrase which most accurately describes the status of the individual pupil appraised.

#### IV. MALADJUSTMENT SYMPTOMS

1. Underscore the kinds of nervous tensions which you have observed in the child: (a) stuttering (b) nailbiting (c) Restlessness (d) Insomnia.
2. To what degree do the tensions underscored exist? Check on the line in the column which best describes the status.

The Tensions:	<u>Markedly</u>	<u>Moderately</u>	<u>Slightly</u>
a. Stuttering	_____	_____	_____
b. Nail-biting	_____	_____	_____
c. Restlessness	_____	_____	_____
d. Insomnia	_____	_____	_____

3. Underscore the kinds of defense reactions which the child exhibits: (a) loud talk (b) defiant conduct (c) sullenness (d) stealing (e) lying.
4. To what degree do the defense reactions exist? (Check the lines in the column which best describes the child's defense reactions).

<u>The reaction:</u>	<u>The Degree Prevalent</u>		
	<u>Markedly</u>	<u>Moderately</u>	<u>Slightly</u>
(a) Loud talk	_____	_____	_____
(b) Defiant conduct	_____	_____	_____
(c) Sullenness	_____	_____	_____
(d) Stealing	_____	_____	_____
(e) Lying	_____	_____	_____

5. Underscore the kinds of retreat reactions which the child indulges in: (a) withdrawal from peer associates (b) feigning illness



(c) crying (d) day dreaming (e) self-punitive.

6. To what extent do the retreat reactions underscored exist ?

The reaction	<u>The Degree Prevalent</u>		
	<u>Markedly</u>	<u>Moderately</u>	<u>Slightly</u>
(a) Withdrawal from peer associates	_____	_____	_____
(b) Feigning Illness	_____	_____	_____
(c) Day dreaming	_____	_____	_____
(d) Crying	_____	_____	_____
(e) Self-punitive	_____	_____	_____

7. Underscore the kinds of counter attack mechanisms which the child engages in: (a) teasing peer associates (b) mischief making in the classroom (c) destructiveness (d) Cruelty (e) Bullying.

8. To what degree does the child employ such mechanisms?

<u>The Mechanisms</u>	<u>The Degree Prevalent</u>		
	<u>Markedly</u>	<u>Moderately</u>	<u>Slightly</u>
(a) Cruelty	_____	_____	_____
(b) Bullying	_____	_____	_____
(c) Destructiveness	_____	_____	_____
(d) Mischief making in classroom	_____	_____	_____
(e) Teasing peer associates	_____	_____	_____

9. Underscore the self-conscious and withdrawal reactions exhibited by the child: (a) mind-wandering (b) passivity (c) blushing (d) becoming easily injured (e) grimacing

10. <u>The Reaction</u>	<u>The Degree Prevalent</u>		
	<u>Markedly</u>	<u>Moderately</u>	<u>Slightly</u>
(a) Mind-wandering	_____	_____	_____



The ReactionThe Degree Prevalent

(b) Blushing

MarkedlyModeratelySlightly

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(c) Passivity

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(d) Becoming easily injured

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(e) Grimacing

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

11. Underscore the search for prestige acts which the child engages in:

(a) Comes frequently for approval (b) has to be first (c) Does excessive bragging (d) Over-possessive in his friendship (e) Domineering in his leadership (f) Cocky; air of bravado.

12. The Prestige ActsThe Degree Prevalent

(a) Comes frequently for approval

MarkedlyModeratelySlightly

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(b) Has to be first

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(c) Over-possessive in his friendship

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(d) Does excessive bragging

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(e) Domineering in his leadership

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(f) Cocky; air of bravado

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_