CHILD DEVELOPMENT LEARNINGS
OF
HIGH SCHOOL SENIORS

by

MYRTLE EMILY LEE

A THESIS
submitted to
OREGON STATE COLLEGE

in partial fulfillment of
the requirements for the
degree of

MASTER OF EDUCATION

June 1955
Date thesis is presented April 25, 1955
Typed by Edna Stanley and Mamie Young
"To Measure Is To Know" ——Leonardo Da Vinci.
ACKNOWLEDGEMENTS

The writer wishes to express her deep appreciation for the untiring efforts of Dr. Lester A. Kirkendall who has given so generously of his time that this thesis might meet the standards of the Graduate School of Oregon State College.

Gratitude is also due to Professor Katherine Read for the counsel and guidance she gave in setting up the program of senior-first grade visitation which is the subject of this study. Appreciation is sincerely expressed for use of her library and her help in selecting "most favorable" items in the test used in the study itself.

Further acknowledgement is made to Mr. J. R. Evans, Superintendent of Schools, and Mr. J. H. Adamson, Principal, Baker High School, who wholeheartedly cooperated in organizing and carrying through the research study; to the English and social studies teachers in Baker high school whose classes provided the opportunity for giving the tests and having the discussions; to the elementary school teachers of Baker who gave invaluable assistance and cooperation in helping the seniors learn by their visits; and to the students who participated and furnished the information for this study.
TABLE OF CONTENTS

CHILD DEVELOPMENT LEARNINGS OF HIGH SCHOOL SENIORS

I. INTRODUCTION .......................... 1
   Factors Affecting Family Stability.
   Efforts to Assist Families.
   The Role of the School.
   The Purpose of the Study.

II. REVIEW OF LITERATURE ............. 10
    Family Life Education in High Schools.
    Observation of Children as a Teaching Technique.
    Importance of Earliest Influences.

III. OREGON DEVELOPMENTAL CENTER PROGRAM .... 17
     Plan of the Oregon Developmental Center Project.
     The Baker Developmental Center Project.
     The Senior-First Grade Visitation Plan.
     Statement of Problem.

IV. PROCEDURES AND INSTRUMENTS OF EVALUATION .... 25
    Support of Administration and Faculty.
    Instruments Devised for the Study.
    The Unit on Child Development.
Development of the Observation Guide.

Development of the Pre- and Post-Questionnaires.

Development of the Pre- and Post-Test "What Should Parents Do?"

Other Methods of Evaluation to be Used.

Preparation of the Seniors for Visitation.

Post-visitation Activities.

V. RESULTS OF STUDY

The Instruments Used.

Results from Observation Guide.

Pre- and Post-Questionnaires.

Gains and Losses on the Pre- and Post-Questionnaires.

Analysis of Shifts to Less Acceptable Choices on Certain Items.

Analysis of Shifts to More Acceptable Choices on Certain Items.

Analysis of Sections III and IV of Post-Questionnaire.

Summary of Results on Pre- and Post-Questionnaire.

Pre- and Post-Test "What Should Parents Do?"

Analysis of Results on Items with Love and Security Responses.

Summary of Results on "What Should Parents Do?"

VI. RESULTS OF SUBJECTIVE METHODS OF EVALUATION

Evaluation of Post-visitation Class Discussions.

Class Discussions of Tests.
Evaluation of Class Discussion on Child Development.

Written Evaluations by Seniors.

Evaluation Reports by High School Underclassmen.

Evaluations of First Grade Teachers.

Evaluations by Other Teachers.

VII. GENERAL CONCLUSIONS. ........................................ 101

Inadequacies of Instruments.

Strengths and Weaknesses of Program.

Suggestions for Changes.

Suggestions for Teaching Child Development Units at High School Level.

Suggestions for Further Research.

APPENDIX. ...................................................................... 105

Names of Faculty Participating in Study.


Excerpts from Seniors' Written Evaluation.

Instruments of Evaluation.

Observation Guide.

Post-Questionnaire.

Test: What Should Parents Do?

BIBLIOGRAPHY. ............................................................. 124
LIST OF TABLES

1. Distribution of Answers by Sex on Section I of Observation Guide. 40
2. Degrees of Individual Differences Observed as Indicated by Marking of Section II of Observation Guide. 42
3. Degrees of Individual Differences as Indicated by Marking of Section III of Observation Guide. 43
4. Distribution of Answers by Sex on Sections I and II of Pre-Questionnaire. 47-48
5. Distribution of Answers by Sex on Sections I and II of Post-Questionnaire. 49-50
6. Distribution of Answers by Sex on Section III of Post-Questionnaire. 63
7. Distribution of Answers by Sex on Section IV of Post-Questionnaire. 65
8. Comparison of Gains by Sex on "Love and Security" Items in "What Should Parents Do?" Test. 76
Results Compared on Pre and Post Questionnaires
CHAPTER I

INTRODUCTION

There has been much concern expressed over the weaknesses and instabilities of the modern family and there seems to be reason for this concern. Divorce figures indicate that one in three marriages ended in divorce in 1945.

"Mowrer wrote in 1939, 'The indications are... that the divorce rate will reach the ratio of one divorce per two marriages sometime in the decade 1970-1980.'

"That this prediction is on the way to fulfillment is indicated by current statistics on the divorce rate. They show that in some communities marriages and divorces are breaking even in numbers. By 1945 there was one divorce for every three marriages. That was nearly twice the pre-war rate, and an increase of 25 per cent over 1914." (19, p. 13).

Broken families, whether broken from divorce or from other causes, are damaging the emotional development of children coming from those families. Broken families contribute a high proportion of the delinquent children and many authorities believe that there is a very close tie between home conditions and juvenile delinquency.

Factors Affecting Family Stability

Wars during the recent years have created problems which have adversely affected the family. Long separations of young parents, absence of the father from the home, parents being away during long working hours, and other effects of war have all contributed to the problems of family instability and breakup.

"The consequences of war-time experiences and their post-
war repercussions will be reflected in the lives of people and in community adjustments for many years to come. The present evidence of changes in morals, individual and family instability, and social upheaval are in part the consequences of war." (19, p. 13).

It is well known that patterns of family living have changed greatly during the last generation. Many of our domestic problems stem from the confusion in the present American home caused by these changes. Many young people lack desirable models in family behavior patterns for the establishment of their own homes. Much of the current emotional frustration and poor mental health may be traced to early home environments. Dr. Leon J. Saul explained the effect of the emotional reactions of early years:

"Every person is motivated, then, at the core of his personality by some... constellation of emotional forces, which are formed by reactions to the emotional influences of infancy and childhood." (30, p. 160).

The trend in the organizational pattern of modern families is toward relying for control upon democratic interrelationships among its members rather than attempting to control through authoritarian methods. Recognition of individual rights within the family is being stressed more than formerly. In a successful family the members are now expected to play and work together and make decisions in family councils. This shift from definite, formal, traditional controls to rather vaguely defined freedoms causes confusion, and means that many families need help in adjusting to it.

The American family is becoming individualistic because people prefer freedom and release from defined patterns. This very factor has given rise to weakening and instability within families, even while affording opportunity for some democratic changes which are favorable to family stability.
Yet, the transition is slow because of the persistence of childhood patterns in parents' own lives. Saul expressed what has come to be recognized as one of the difficulties in the way of changing the family patterns to more desirable ones when he wrote:

"Even when parents intellectually know how to provide a proper emotional environment for the child's best development, yet they have great difficulty in doing so because of the operation of these unconscious fixed patterns within themselves." (30, p.171).

The changing role of women is another aspect of family life which makes additional training of both boys and girls imperative for the complex pattern of successful marriage. Economic independence of women and the need of two incomes to adequately support a family have been contributing factors to instability in the family.

"Modern women are faced with the problem of making a choice of roles. Their course is not laid out for them as it formerly was.... Some women, who realize they cannot carry on both roles (careers and motherhood), devote themselves to home and family but do so with varying degrees of unwillingness. They may think of themselves as having had to accept an inferior role. This attitude is indicated by the frequency with which women will refer to themselves as 'just a housewife'.... One modern wife expressed it thus, 'to be a successful wife is a career in itself, requiring among other things, the qualities of a diplomat, a businesswoman, a good cook, a trained nurse, a school teacher, a politician, and a glamour girl. It can be the most utterly rewarding of all careers.'" (21, p.30-32).

Efforts to Assist Families

There is no doubt but that the family is facing marked changes, or that efforts are being made to help it through this period of stress and strain. Recreational activities and character-building groups in each community try to fill the gap left by the changes in family patterns.
Such programs as Scouting try to teach some of the things which used to be a natural part of a child's life in pioneer days. Churches and other organizations point to the desirability of families attending church together. Laws are passed in the hope of protecting children from the hazards of too little responsibility or little supervision at home, and from industrial exploitation. For example, there are restrictions for minor children, such as child labor laws and curfews.

There is an increasing demand for family counseling. Some of the popular magazines of large circulation have articles catering to the public demand for help on marriage and family problems. In cities, private counselors, as well as marriage counseling clinics, where available, are kept busy by those seeking help in saving their families from disaster. Theological seminaries are currently giving considerable training so that ministers may be prepared to cope with the demands made upon them for counseling.

Churches are beginning to emphasize parent instruction in special classes and to provide activities for parents and children together. Other groups such as those comprising the Oregon Coordinating Council on Social Hygiene and Family Life, The National Congress of Parents and Teachers, and Federated Women's Clubs seek to produce materials and provide instruction to family members of all ages. The National

---

1These are being run as a series, one each month in 1954-55. "Can This Marriage Be Saved" by Popenee (Ladies' Home Journal), or "Making Marriage Work" by Clifford Adams (Ladies' Home Journal), or "Why Marriages Fail" by Reuben Hill (McCalls).
Council on Family Relations, the American Association of Marriage Counselors, the Family Service Association of America, as well as our own Pacific Northwest Conference on Family Relations all are engaged in efforts to help the family.

National meetings such as the Home and Family Life Conference in 1948, laid emphasis on better preparation of youth for parenthood. The writer attended the planning session for that conference in New York in October, 1947. The family life section was working toward improving the environment for children in the American home.

The Midcentury White House Conference on Children and Youth in 1950 gave attention to all aspects of the welfare of children. Leaders were hoping to strengthen family life. One of the objectives of these conferences was to consider how best to develop desirable mental, emotional and spiritual qualities in children. It was believed that this could be done most effectively in the home. Participants in these conferences stressed the fact that parents must have more adequate training in order that future youth might have a more desirable home environment and better parental influences in the home. (23, p. 83-4).

In Oregon a Governor's Committee on Children and Youth, prior to the White House Conference, worked for many months to develop ideas to bring to the national conference. The Committee urged the development of programs for teaching successful living in the family. Although effective beginnings have been made in programs of education for family living the Committee noted the need for the development of a plan to enlarge and extend these programs.

A second state conference sponsored by the Governor's Committee
met in the fall of 1952 at Salem, Oregon. The participating educators, social workers, church and juvenile court representatives tried to work out ways to implement the resolutions of the White House Conference and to devise ways to help in solving state and local problems.

It was reported at the state conference that a nationwide poll of over seven thousand young people showed that over half of them thought the biggest problem of American youth was the unhappy relationships between fathers and mothers. Next in importance was the military draft, and third highest in rating was being misunderstood by parents. This is firsthand evidence that new ways must be found to train parents of the future to improve interrelationships and understanding. (27, p.7-8).

At the community level, it was found, little had been offered to prepare youth for future family responsibilities. Civic groups had recognized the importance of strengthening the parent-child relationship, present and future, and were looking for leadership. Churches have begun to give more guidance in personality building, stressing the influences in children's lives and the responsibilities of parenthood. Excellent material is being distributed through denominational church-school journals. "The Christian Home" used in our Sunday Schools has articles written by well-prepared and qualified educators. Statistics, however, show that less than half the children attend church schools.

The rearing of children must be shared by community institutions and organizations because children can no longer work beside their parents in their out-of-school hours. The days when the children can follow their father about the farm as he works are gone for a majority of
families. Because of larger mechanized farms a constantly larger percentage of people live in towns and cities. Baker County is an example of this. The school census in Baker County, outside of the city of Baker, shows fewer children in the rural areas now than ten years ago in spite of the county wide increase in birth rate.

An indication of the concern which is everywhere felt about these problems was the creation of our Baker community council with representatives from every church and lodge and club in Baker. The members had several discussion meetings about this need but the group proved rather futile and ineffectual. However the meetings did express a need for help to prevent future child delinquency.

The Role of the School

The public school has seemed a likely place to meet this need because teachers are prepared better than most parents to understand children. It is recognized that the emotional development of the child is a fundamental factor of good citizenship and the school must supplement and sometimes correct the psychological influences which are always shaping a child's personality.

"The school is a situation which every child experiences in the course of his psychic development. It must, therefore, be adequate to the demands of a healthy psychic growth. We can speak of a good school only when that school is in harmony with the necessities for a healthy psychic development. Only in such a school shall we ever be able to consider a school for social life." (1, p. 284).

Dr. Lynn White in Educating Our Daughters, thinks education should teach how to live:
"For education consists not merely in learning to adapt oneself successfully to the process of living. It is in part learning also how to adapt our manner of living to the manner in which we should live." (34, p. 63).

He feels it is an "unfulfilled task" of education to give young people a vision of the wider role of the family, now necessary for social stability.

The problem facing schools is perennially to make teaching more effective and to work toward goals which are generally accepted as desirable. Conferences are worthless unless they lead to action.

"Despite the fact that education for family living in the broad sense is a relatively new field, there seems to be increasing agreement that it is an essential part of education for life; .... and that good programs are closely related to the life experiences of real children.... "There remains still widespread disagreement about who shall teach what.... "Which are the most promising lines of experimentation by which schools may learn to use classroom situations -- both human relations and the content of the curriculum -- most effectively to develop understanding?" (23, p. 163).

The writer holds the point of view that every person should prepare himself for the responsibilities and privileges of family life and that the schools must accept the responsibility to do all possible toward such preparation. Programs in parent education, though numerous and varied, have found it difficult to reach the parents during the years when they are tied at home with their children. There is much fine material available but educators have not reached enough parents early enough for greatest effectiveness. Consequently the schools where all children may be reached are faced with a reinterpretation of their responsibility to the families of the future.

Recognition of the need for family life education has come from
high school students as well as parents. Through individual interviews, a survey of Baker high school seniors in 1952 gave proof of pupil desire for such a course.

Purpose of the Study

The purpose of this study is to present and evaluate a child development unit in family life education program of the high school in Baker, Oregon. In brief, the study will evaluate the learnings of one hundred high school seniors who visited first grades in the elementary schools where they observed the children. Later as a part of the unit, the seniors discussed their observations and studied a unit on child development.
CHAPTER II

REVIEW OF LITERATURE

Family Life Education in High Schools

In the literature of family life education the studies and reports most pertinent to this thesis were those describing research with family life courses. Other pertinent material concerned child development, with interpretations by psychiatrists and child guidance specialists. The other contributions were from writers who had used the observation method in school laboratories or who had worked with the measurement of attitudes and learnings through programs constructed purposefully to demonstrate that attitudes and learnings can be measured reliably. Dr. Vera Brandon and Dr. Ralph Ojemann at the University of Iowa carried out valuable research in the measurement of attitudes. (5 and 25).

Several authorities pointed to the need for improved methods and techniques for teaching family relationships. They deplored the scarcity of demonstration or exploratory work in this area of education. Experiments and school activities might be designed to demonstrate the modifiability of human behavior. These might constitute a specific objective for school systems seeking usefulness to society.

The importance of family life education research is further born out by the following statement:

"We believe that preparation for marriage must begin long before the choice of a mate is made".... "In our teaching of courses in modern marriage we have become increasingly aware of the lack of tested knowledge concerning most phases of marriage and family living. Questions asked by students about courtship and the problems of adjustment during the early years of mar-
riage have indicated to us that research in this field has been meager." (22 - preface vii - viii).

Many textbooks have been published in recent years for use in high schools. Among them is: You and Your Family, by Moore and Leshy. In it we read:

"Since happy family life is essential to the welfare of individuals and nations as well, we cannot afford to overlook the fact that we need training in homemaking if we are to be successful homemakers." (24, p. 208).

In California several experiments have been carried out in both adult education and with high school students.

Stella Applebaum has reported:

"There is growing acceptance of the idea that we have to learn how to live in a family. Every year the list of colleges and high schools offering courses in marriage and family relations is growing.... But the picture is spotty. Although many of these programs are excellent as far as they go, they meet the needs of very few." (2, p. 37).

In 1950 a Family Life Education class at Columbia University made a survey of all courses in that field which they were able to locate in the United States.2 The study revealed that nothing significant was being done anywhere except scattered courses for high school students in Family Life Living and Preparation for Marriage. Comprehensive programs through grades and high school had not been devised or tried.

There have, however, been some pioneer efforts of various kinds relating to meeting this area of need. For example, (a) The Bullis project in Human Relations in Delaware, (b) the Force Project in New Jersey, (c) the Ojemann Studies in Iowa are all related to mental health,

2Miss Bertha Kohlhaen, State Supervisor of Home Economics in Oregon High Schools reported this survey during the months she was at Columbia University.
and hence to family life education. (d) The Forest Hill Village Project and (e) British Columbia "Effective Living" courses in Canada also made a contribution toward learning how and what to teach for the improvement of parent understanding and parent-school relationships. Every insight and understanding gained through them toward better human interrelationships had been a contribution to strengthening the family.

The importance of further reaching parents-to-be with training to guide their children's personality, growth and development is stated by Ralph House.

"Men and women approach marriage with little knowledge and no experience. In the next fifty years marriage should be recognized by the public as the most exacting task in which one can engage.... Parents should know how to guide the personality development in their children.... It is time we take cognizance of the fact that it requires accurate knowledge and wisdom and training to guide the growth and personality development of children.... The major function of the school is to furnish an environment which can meet these needs." (16, p.81-83).

Observation of Children as a Teaching Technique.

An understanding of emotional maturity has been recognized

---

3Further information may be obtained by writing (a) The Delaware State Society for Mental Hygiene, 1401 Franklin Ave., Wilmington, Delaware; (b) Mrs. Elizabeth Force, Toms River High School, Toms River, New Jersey; (c) Professor Ralph Ojemann, State University of Iowa, Iowa City, Iowa; (d) Canadian National Committee for Mental Hygiene, University of Toronto, Toronto, Canada; (e) Vancouver Public Schools, Vancouver, B. C.
as desirable, and experience in "real life situations" is believed to contribute to the building of maturity. Bringing high school seniors into first hand contact with little children could be classed as a "real life situation."

Edmund Bullis, whose classes in Human Relations have been widely recognized, would seem to favor that type of instruction.

"While it is impossible to furnish children in the classrooms with real life situations to discuss and to learn to understand, our efforts and techniques are to endeavor to create as nearly as possible these 'actual life situations."

"If the best brains in the teaching and other professions could be focussed on this problem of helping more of our children become emotionally mature during their school days, we would find in our next generation much more understanding and stable parents, better able to bring up their children to face the ever changing problems of our present civilization." (6, p. 3,5).

The scientific approach to education calls for experiments such as the one reported in this thesis. Dr. Arthur T. Jersild encourages us:

"The child development approach requires a scientific study not only of children as children, but also of children as learners, in a school situation. Findings from a study of children's growth and behavior will indicate how a school program should be arranged. But such findings will not per se tell how the practical details of the school's job may best be carried out. This answer can be found only in experimentation. Such experimentation calls for scientific inquiry rather than simply a good-hearted attempt to play this or that hunch in the hope that some good will come of it. It is in this task that the research worker in child development and the educator join hands as scientific workers in an educational cause." (17, p.7).
Ilse Forest at Brooklyn College, New York, feels that observation is more effective than lectures:

"Students of early childhood education who really desire the best from their study and training will make opportunities to observe children." (11, p.347).

In a paper read at Denver University, September, 1950, before the National Council on Family Relations, Dr. Lester A. Kirkendall, Associate Professor of Family Life, School of Home Economics, Oregon State College, said,

"There is enough evidence to justify a strong recommendation that high school programs in education for marriage and family living should include materials and experiences in child development. High school pupils are interested in principles and practices of effective child-rearing." (20, pp.109,112).

The Federal Security Department has issued a bulletin, Home-making and Family Living. In it are statements which support the idea of teaching high school students about child behavior:

"The work in child development usually has three major purposes for high school students: to help them understand children; to help them understand themselves; and to evaluate their own progress toward adulthood by watching the behavior of small children." (33, p.25).

That same book, which cites actual experiments conducted in various schools, continues:

"To help high school students really learn to know children, some of the schools reporting arrange for boys and girls to observe younger children and to have direct contacts with them.... High school students observing children are really looking with definite purposes or questions in mind.... First hand experiences with children are accompanied by classroom work in which these experiences are discussed and evaluated. It is in these discussions that high school students are helped to see the 'on-goingness'
of human growth and development and to discover in themselves childish 'hangovers.' " (33, pp. 25, 27).

Dr. Kirkendall describes the Tulsa, Oklahoma high school classes where students were given opportunity for experiences with little children:

"Arrangements are also made in each of the three high schools for both boys and girls, as a part of the course in 'Personal Relations', to spend time in actual care of children in a nursery school. Here the high school pupils are directed in their study of all aspects of child behavior and development, including those related directly and indirectly to sex education and adjustment. They learn to understand their own behavior to adult patterns. This, too, has proved popular, and boys look forward to, and accept their responsibilities in, the care of small children with as much enthusiasm as the girls." (19, p. 285).

We need to try different procedures, evaluate, exchange experiences and try all over again. The schools should include observations which promote and develop maturity in the pupils. There is enough evidence to justify recommendations that high school programs in education for marriage and family living should include materials and experiences in child development. High school pupils are interested in the principles and practices of effective child rearing.

**Importance of Earliest Influences**

Using primary grades as laboratories to study human relationships focuses the attention of pupils and parents on the importance of first grade adjustments. It builds appreciation of the early childhood years as the most vital ones in child development. It opens up innumerable opportunities to interest seniors in child training.
Mrs. Katherine Read who has had a great amount of experience as director of nursery schools, says of nursery school age children:

"Their responses to situations are relatively simple and direct. They act as they feel.... Their behavior changes rapidly.... Watching them as people we will see they are surprisingly different in spite of their limited experiences." (29, p. 3-4).

Hawkes in Passport for School urges that attention be directed toward the need of first graders for success:

"The wise superintendent knows.... that the first year or two in school may make or mar the whole life of a child.... Attention is now being focused on first graders all over the nation. It is of very great importance that little children should not start their careers with frustration and failure." (14, p. 3-4).

It becomes increasingly significant that we must reach the parents-to-be through our schools, because we know that the parents are the first teachers at the most impressionable stage of life.

"The child's first teachers usually are his parents.... By the time he reaches the nursery school age, and even more by the time he reaches school age, he is already a highly educated individual. Habits, skills, attitudes, modes of behavior which go into the making of what we call his temperament, character, and personality have been established....

"...On the one hand, it stresses the importance of the earliest formative years, which education cannot reach so readily through direct dealings with the child himself but must reach by way of the child's parents. For this reason, emphasis on parent education in one form or another is prominent in the child development approach. Parent education is conceived not simply as this or that scheme for direct instruction or advice to parents, but as the embodiment of all influences bearing on a child's life and ways as a future parent." (17, p. 5).
CHAPTER III
OREGON DEVELOPMENTAL CENTER PROJECT

The earliest interest in family life education in Baker schools was expressed in 1948. At this time Dr. Harold Tuttle, Professor of Education and Director of Leadership Training at Lewis & Clark College, Portland, Oregon, was invited to talk to all the teachers in Baker County. He directed a study on what might be done in our schools to strengthen the family. Among other suggestions he recommended dramatization in the classrooms of desirable patterns of home relationships. From primary play to high school role-playing such an approach, he thought, would be effective.

Interest in the subject grew during the next two years and other workshop speakers brought assistance to all teachers. They were helped to understand their pupils better and special assistance was given to three high school teachers who were pioneering in organizing and teaching family living courses. Both teachers and administrators felt a need for more outside professional assistance to explore new ways for strengthening family life through the schools.

Plan of the Oregon Developmental Center Project

In 1951, partly through the efforts of the writer and through the cooperation of the State Department of Education, the Oregon Congress of Parents and Teachers and the E. C. Brown Trust, a plan was set in motion which, it was hoped, would eventually develop into a program of education for family living for the Oregon schools.

This plan included preliminary surveys of needs and then a two-day
workshop for all teachers before opening the school term. The workshop was to be followed by an extension course carrying credit. Instead of having these courses presented in the usual twelve weeks, the class meetings were to be spread throughout the academic year. The first part of the work was to be devoted to studying basic principles and to planning individual projects. The latter part would be directed to evaluation and discussion of those projects.

During the school years of 1951-1953 experimental projects in Family Life Education in Oregon were carried on in three "developmental centers," Baker County, McMinnville and Dallas. The term "developmental" was used because the ideas were expected to grow and evolve with experience. Administrators and teachers in these three places agreed to study and to initiate activities in the schools which might make a contribution toward better family life instruction in all school levels. The objectives were determined by the educational staff in the three centers and their advisors. The E. C. Brown Trust consented to sponsor these three centers in cooperation with the State Department of Education and the Extension Division of the State System of Higher Education.

"Briefly, the purposes of these centers were: 1. To orient and train teachers in the fundamental concepts of family life education. 2. To develop community understanding and support of schools' efforts toward family life education. 3. To derive experience and to develop methods, techniques and ideas in family life education which could be used by other teachers and communities." (4, p. 1).

Family life education, it was agreed by the committee of educators, working with the Brown Trust, involves any and all school experiences.

* The E. C. Brown Trust, 220 S.W. Alder, Portland, Oregon, Curtis Avery, Director.
which help the human personality develop to its fullest as a present or future family member. The individual can be helped to solve constructively many problems unique to his own family role by any education which helps him understand himself. While family life education is broad and includes attention to personality development, it must also do something more specific to help in the solutions of problems common to young people approaching puberty. Students need groundwork in personality adjustment and understanding of themselves and others as preparation for effective parenthood. Several projects were directed toward meeting this need in the regular school classes.

Through extension courses under Dr. Lester A. Kirkendall, Associate Professor of Family Life Education, Oregon State College, and Curtis E. Avery, Director, E. C. Brown Trust, Portland, Oregon, teachers were instructed in principles of family life education. Many new and helpful viewpoints were gained by the teachers.

Projects which could be integrated into public schools without disrupting the existing curriculum were favored. It was believed that they would be adopted more readily than special courses which would have to be added to the already crowded school day. Units in high school social studies, English, and biology were worked out and a great variety of integrations were initiated. In every case an effort was made to emphasize the values and factors which contribute to successful family living.

In the elementary grades the projects varied widely. Some explored new techniques for teaching specific information. Some were directed toward developing more desirable attitudes, as for example, relationships between the sexes. Closer relationships between the schools and
parents were encouraged. A few schools worked out programs of scheduled
countences with parents and several others developed effective ways of
bringing the parents into informal friendly cooperation.

The Baker Developmental Center Project

The development of family life education in the schools of Baker,
Oregon, in 1951-53 included all the activities mentioned above. With
Dr. Kirkendall as the consultant the teachers met and largely overcame
the first timidty at stepping out into the unknown. By the second year
they felt that their horizons in family life education had been widened
and that many attitudes toward emotional and sex problems had been help-
fully modified. This was true of their own personal understandings and
emotions as well as their pupils'. The many projects undertaken by the
Baker teachers are described in the progress report published in 1952
by the E. C. Brown Trust.

In March of 1955 a second report was published by the E. C. Brown
Trust, written by Curtis Avery and Lester A. Kirkendall. It also des-
cribes the projects and summarizes an evaluation of them three years
later. (3, p. 1-60).

The Senior-First Grade Visitation Plan

In an effort to help high school seniors feel interested in little
children and thereby gain insight into child development problems, a
plan of senior visitation in the first grades of the six elementary
schools was worked out in Baker, in 1952-53. A suggestion was made by
the writer that seniors observe and study first grade children. Nearly
all the teachers, all the school authorities and leading seniors reacted
favorably to the proposal. There was a note of reluctance among a few of the first grade teachers but the plan was adopted and put into action.

The general objective of this learning experience was to provide a realistic observational situation to interest the high school seniors in young children, and then to lead them in study and a discussion of factors significant to good adjustment of children. The observation by the seniors was also designed to stimulate learning about child training problems. This was in the expectation that such understanding would improve the seniors' future performance as parents in the homes which they would eventually build for themselves. The effort was prompted by the conviction that anything which improves understanding of human nature and builds healthy personality contributes to good adjustment and hence good parenthood. Adler considers this most essential. He says,

"The understanding of human nature seems to us indispensable to every man, and the study of its science, the most important activity of the human mind." (1, p. 286).

The teachers realized that related class instruction and discussion must follow the observation of the children. A unit of study in class was to be an integral part of the project. It was assumed that this experience would contribute to the emotional maturation of seniors, as well as bring about a better present adjustment to their personal problems. If the experience of the visit and its follow-up study could contribute in these ways, it would strengthen the very foundations of successful family life.

Mrs. Katherine Read, Head of the Department of Family Life and Home
Administration, Oregon State College, was invited to Baker to advise on the proposed program of senior-first grade visitation, and to help prepare an observation guide for the students' use while at the first grades. From her long experience with college students who were engaged in observing little children, she knew how much and what things high school seniors might be asked to look for and report. She also reassured those first grade teachers who had been hesitant about the new idea at first.

The plan was then tried for two successive years. It presented problems but on the whole yielded such satisfying results that all those participating decided to continue the venture. The first grade teachers were much less reluctant the second year and almost entirely cooperative the third or succeeding year, which was the year of the evaluation reported in this study. They were willing that the seniors should come to visit again. Revisions had been made year by year with the benefit of experience as a guide. For example, experience indicated that one observation with a concentrated unit of study following it was more effective than two visits, months apart, as the seniors did the first year.

Statement of the Problem

The third year the need for evaluating the project was felt. The desire was to find what the seniors were learning from this observation-experience. Those who had worked with the project wanted to know if the seniors were developing an interest in the study of child behavior, child problems, and child development. They wanted to determine what attitudes the plan was developing. They wanted also to
"measure" just what the seniors were learning through the experience of visiting the first grades and afterwards studying various phases of child behavior and development during high school class periods.

They were asking:

1. Do high school seniors react favorably to an opportunity to observe first grade children and to a later discussion of the visit and of child development problems?

2. Can high school seniors observing first grade children recognize the fact that little children differ in mental and physical characteristics?

3. Are high school seniors able to see varying degrees of development in first grade children?

4. After class instruction and discussion will they be able to judge to some extent what is a normal level of maturity for a six-year-old child?

5. Do high school seniors like to observe little children and to study and discuss the causes and handling of child behavior problems?

6. Do the seniors themselves believe this project of value and worth carrying on with future senior classes?

Unless the project were evaluated there would be no basis for deciding either to continue it or to drop it. If the evaluation should bring out evidence that the observation and the subsequent study of child development had been of some value to the seniors then there would be a need to improve ways of carrying it out.
Changes might be made to give an even greater benefit to seniors in return for the time devoted to it. If it were proven by research to be a valuable practice then it could be recommended to other high schools.

An observation experience and related class study such as this could usually be carried out without upsetting any school program. Most high schools have a first grade "laboratory" available for observation, and hence there would be a possibility of vitalized learning through this program if used in other schools. Practically all senior classes study a family life unit in their fourth year social studies classes. An evaluation, through this research, could point out ways to make that unit in the senior social studies more effective.
Chapter IV

Procedures and Instruments of Evaluation

Support of Administration and Faculty

Desiring to evaluate the senior-first grade visitation project described in chapter III, the writer contacted the superintendent of schools and the high school principal. She was given permission and interested cooperation in carrying out the study with the 1951 class of seniors of the Baker High School. The teachers of the English and social studies classes also willingly agreed to participate. A unit of child study was to be fitted into the general family life unit of the senior social studies course always taught during the senior year. It was also to be integrated into the English literature class during the same winter term. A few of the regular class periods of both those courses were to be devoted to using the evaluation instruments and discussions.

Those present at an initial planning session were the first grade teachers, the writer, the elementary principals, the high school principal, and the superintendent of schools.

At this meeting the superintendent, Mr. James Evans, introduced the matter of the seniors visiting the first grades, expressing himself in favor of the project. He felt it would be of benefit to the seniors and to the school system in general as a means of helping high school and first grade teachers to understand each other's work better.
The high school principal told of the enthusiasm which the seniors had always shown in the two previous years when they returned from their visits. He said that the first year he had had to do a personal selling job to get a little over half of the seniors to volunteer to make the visitation. The second year about three-fourths of the seniors indicated an interest in going. This year, he said, he anticipated that nearly all would want to participate in the unit.

The elementary principals were called on next to express their feelings about the project and one of them said that he felt that it was helpful to the school system to have a contact between the high schools and the grades.

All of the first grade teachers reported that the seniors had in previous years come promptly before nine and had stayed the full length of the forenoon school session. The teachers asked that the visits be confined to the forenoon.

One teacher, the previous year, had expressed some reluctance because she feared that the students would criticize her and her methods rather than observing the children. She now said that she had enjoyed meeting some of the young people who had been her pupils when they were in the first grade and had now become seniors. It was pleasing to her to have them come back.

The discussion then turned to whom they would report when they got back to high school. The high school principal said he usually met with them. One of the first grade teachers then suggested that
she would like to be present when the high school seniors reported to him. So it was decided that after the visits were all completed, high school girls who belonged to the "Future Teachers of America" would serve as substitute teachers and would be sent to the first grade rooms to free the regular teachers in each elementary building. The first grade teachers from one building at a time would then come to the high school by appointment. The seniors who had visited in the first grades of that building would be called out of their classes for a discussion period with the high school principal and the teacher whom they had visited. The high school principal said that if the first grade teachers could once hear the enthusiasm with which the seniors reported they would be more gratified than ever over their participation. He said the questions asked by the seniors showed that they were keenly interested and had gained much understanding from their visits. All of the first grade teachers agreed to participate and offered their rooms for observation visits.

**Instruments Devised for the Study**

The plan called for three instruments to be devised and used as measuring tools for the study. The observation guide had been previously prepared for the seniors. Copies of it were given to

---

4. The construction of this guide and the guide itself is described in a following section of this chapter. The guide, the pre- and post-questionnaires and the test appear in full text in the appendix.
the teachers for their examination and they were requested to suggest any changes that they wished. Only one was suggested and that change was made.

The Unit on Child Development

Since the seniors study a family life unit each year in their social studies classes, the plan was to enrich that unit by an enlivening activity related to children, home and family.

The seniors were to be given a questionnaire and a test called "What Should Parents Do?" before they went to make their visits to the first grades. Then they were to take the observation guide with them to their first grade assigned room and bring it back with observational data noted on it. Group discussion would follow in their regular class periods. Both the visits and the test questions would be talked over.

Study of family problems in the social studies text and instruction resulting from their questions in class would be expected to modify in greater or less degree many of the opinions held by the seniors before the study began. Then the post-questionnaire was to be given again and then the test and the results compared with the findings on the measuring instruments at the first testing.

The English teacher was to integrate the family life unit into her course. The seniors were to be encouraged to express themselves orally and in writing as to the value of the child observation and study unit. She welcomed help to find ways to build a happy,
effective relationship to life through words and it was believed that both self-understanding and self-acceptance could be encouraged through this unit. The pupils would have an opportunity each year to enjoy vitalized English assignments related to child development and family life through this activity if this study proved that the unit was effective.

Development of the Observation Guide

It was thought desirable to have a sheet of guide questions for the seniors to use when they went to visit first grades. After consultation with Mrs. Katherine Read, these guides were prepared for the seniors. They were designed to direct the attention of the students toward certain specific observations. The items included were grouped to call the attention of the seniors to various characteristics of children in the schoolroom. A warning from Mrs. Read had caused the writer to reduce and simplify the expectations as to how much the seniors would be able to "see" in their observation of the children. Physical factors and evidences of overt behavior were organized into question form for "yes" and "no" checking.

The guide was designed to require a minimum of student time and attention, and still to point up to them some of the factors which might be easily observed in the first grade situation. Seniors were definitely instructed that they were not sent to evaluate the first grade teacher's work, nor the curriculum, nor
whether the children were doing acceptable work for first grade level. Obviously, such factors were irrelevant to the purpose of their visit and the seniors would be, of course, poorly qualified to make any such evaluations. They were instructed to watch for specific evidences in child behavior which would indicate levels of development and social adjustment.

**Development of the Pre- and Post-Questionnaires**

In the development of the questionnaires which were to be given to the seniors before the visit and then after the visit and class discussion, the plan was that on the first questionnaire the seniors would be asked what they expected to find in regard to children. On the second questionnaire they would be asked to check what they had observed and did find when in the first grades. The pre-questionnaire enabled them to indicate their anticipations and the post-questionnaire would enable them to report what they had seen. The pre- and post-questionnaires were identical in Sections I and II except for the "tense" of the question. However, in the post-questionnaire two additional sections were added.

The questions in Section I and II were adapted from and paralleled those on the observation guide which had been prepared for use during the school visiting. Their answers to the questions on the pre-questionnaire were the basis from which any changes of attitude might be measured when compared with the answers they made to the same questions as they filled out the post-questionnaire.
two to three weeks later. Individual differences, degrees of self-confidence, and freedom of expression, differences in reactions, as well as variations in ability to read or in muscular coordination, were emphasized in the questions. Some questions were based on classroom situations and a few on playground activities.

The "more acceptable" answers to Sections I and II of the questionnaires were determined by three Baker teachers who each studied and marked the questions previous to the scoring of the papers marked by the seniors. These questions in most cases had a rather obvious and demonstrable right and wrong answer from which to choose.

Sections III and IV of the post-questionnaire were comprised of evaluative questions for the most part. The seniors were to be asked what they thought and felt about the first grade observation and the following unit of the child development study project which they would have experienced before being asked for a subjective evaluation in these additional sections.

Development of the Pre- and Post-Tests "What Should Parents Do?"

The questionnaire had been related to the observational data collected by the seniors and its scope was of necessity too limited to get the class discussions into the area of the problems of child rearing. To further stimulate discussion among the seniors a test had been worked out by the writer. It related to situations which the seniors could readily visualize. In the construction of this
test on "What Should Parents Do?" an effort was made to select the items which seemed most commonly a source of conflict between parents and six-year-old children, or parents and teachers of beginning children. Consequently causes and effects of individual differences, overt behavior, and the need of children for freedom to grow in an affectionate, democratic, permissive environment, were the areas to which attention was directed. The questions in the test were formulated around school-home, parent-child situations because these problems could be most easily related to the seniors' own memories of school and home experiences. It made a closer tie to high school study to discuss problems related to a child's school work and social adjustment. The pre- and post-tests were identical in every detail.

The transition to this test from the questionnaire was to be made through the interest aroused by the visitation. Rather than trying to interest seniors in what parents might do under certain circumstances, without the motivation of having been with little children and talking to them and observing them, it was planned to awaken their interest in the problems of little children first by the visit and then to test, discuss, teach, and retest. There were also to be readings assigned to the classes. We planned to bring child development information to them while discussing the test at the time that their interest in children was high.

Mrs. Katherine Read and four other faculty members in the Depart-
ment of Family Life and Home Administration at Oregon State College helped in determining which of the answers offered were more acceptable than others.

These five professional people in the field of child development studied and marked the two more desirable choices on each question of the test. The consensus of their opinion as indicated by their selection of the more desirable of the possible choices offered enabled us to designate two of the suggested parent-responses to particular situations as more acceptable. The items selected are hereafter referred to as "more acceptable". Their choice of responses was limited by the inadequacies of the test, for which its author (the writer) is entirely responsible. On some items the "best" response may not have occurred to the writer or have been beyond her knowledge. The professors who indicated the more acceptable choices of the responses did only as the seniors were asked to do; that is, to choose the best of the several responses suggested.

Careful consideration was given as to whether or not to have the seniors identify themselves by name on each test. It was decided that they would not hesitate to sign their names to questions such as those included in the test. This made it possible to compare each senior's first paper with his second paper and note the number of seniors who had made a change in their attitudes. The papers were tallied separately for boys and girls.

Other Methods of Evaluation

Since the success of the project would require the whole-hearted cooperation of all people involved, it seemed important to get their eval-
The printed instruments would be a source of information about intellectual gains more than about the subjective reactions. It would be valuable to learn how the teachers and students felt about the project, even though more difficult to determine.

The first grade teachers were asked to report to their principals or superintendents how they felt about the visits. The high school librarian was asked to pick up any reactions she could get from the students and report them to the writer.

An appraisal of the class discussions could be made only by the seniors themselves in retrospect. This was to be done both in Sections III and IV of the questionnaire and by informal questioning of a few seniors. All of these subjective evaluations might prove more significant and valuable than the formal instruments used for measuring what the seniors learned in the unit. To find out how they felt about the experience and whether or not they felt it had been worthwhile was thought highly important.

**Preparation of the Seniors for Visitation**

In their English IV classes the writer met with each section of the senior class to have the seniors mark Section I and II of the pre-questionnaire with no explanation to them except that the data was going to be gathered to evaluate the coming visit and its resulting possible changes in attitudes. All seniors were very cooperative. Those few who were not planning to visit answered the questionnaire along with the others in their regular class period time.

The following day, the seniors marked the test "What Should Parents
Do" and made their choices as to which of the five possible responses they thought the more acceptable. They marked more than two choices when they could not decide on only two as the more acceptable ways to meet the problem described.

About the middle of January the seniors had signed up for the observation visits to first grades in the local school system. One hundred pupils, boys and girls, indicated an interest in participating in the observation project. Twelve seniors chose to remain at the high school. The schedule was made out which assigned students alphabetically to the various first grades in the several schools. Then in one of their social studies periods, after having given the pre-tests, the writer talked to them about their coming observation experiences and the sort of cooperation they should give to the first grade teachers while observing in their rooms. The only restrictive request was that the two seniors assigned to each school should refrain from conversing with each other. They were given the observation guides to take with them to the schools they visited.

During the week it became necessary to do some rescheduling because of absences or other circumstances. The first grade visits continued for about five school days until the seniors had each had the opportunity to observe. There were eleven first grades participating. The seniors' observation guides were returned to the principal on the day the students came back from their observation. The guides were found to be filled out carefully and thoughtfully.
Post Visitation Activities

During the next week after the observations were completed the writer met with the seniors in the social studies classes to go over the results on the questionnaires. In each class the students also discussed the results of the test of "What Should Parents Do". The writer reported the figures which had been tallied from the scored pre-tests. Each pupil held his own paper and compared his answer with the majority selection as the totals were read to them. The seniors were very much interested to know whether their marking of the test agreed with the majority of their classmates. Frequently when their answer had been one of very few, they would speak up in remonstrance to the choice of the rest of the class. This brought on very favorable opportunities for thoughtful discussion and evaluation. The two days spent at this sort of discussion were high in pupil interest.

After the visits were completed, discussion sessions at high school were held with seniors divided into five groups. Each group included the seniors who had visited in a certain school at any time during the week.5

After the last week of the child study unit the writer met with all the seniors in their regular class groupings. At these periods they marked the full post-questionnaire, Sections I, II, III and IV.

Section III of the questionnaire was given to the seniors to mark only at this final testing period. It included some items of personal

5 The results of these discussion sessions are reported in the chapter on "Results" on pp. 89-93.
opinion, rather than those related to the observational experience. It was directed toward stimulating thoughtful appraisal of certain child training values and also to help each senior relate his observation experience to his own personal life.

Section IV of the post-questionnaire was an evaluation of the total unit. It also was given them at the end of the time spent on the family life education unit in their English and social studies classes. Then the seniors proceeded to take the post-test, making careful selection among the five choices in each question. They indicated which of the responses they thought more acceptable for parents to follow. This was on the last day of the project.
CHAPTER V

RESULTS OF STUDY

In this chapter the reader will find the results of the study organized into three sections. Each section reports the results of the use of one of the three instruments used.

The Instruments Used

The first instrument, the "Observation Guide", was filled out by the seniors while they were at the first grade rooms. Comments and analysis follow the report of results on each one of the sections of this Observation Guide.

The second instrument called the "Questionnaire" is reported next. The items composing Sections I and II of this instrument were related closely to the observation visit and guide. Results will show changes of opinion, understanding or insight. This is done by comparison of the statistics compiled from the post-questionnaire as compared with those of the pre-questionnaire. The full text of the post-questionnaire is in the appendix.

Sections III and IV of the post-questionnaire are more general and the results are significant only in relation to the percentage of the one hundred seniors who checked the "more acceptable" answers.

The third instrument called "What Should Parents Do?" test, was used both as a teaching and evaluating device. The visit to first grades had awakened the seniors' interest in problems of children at the first grade level. Their own statements assure us that they did have this
awakened interest and in using the test, "What Should Parents Do?" the instructor took advantage of this interest to teach the seniors something of the more acceptable parent-child relationships.

The results and analysis of results of these three instruments comprise the statistical evaluation part of the study.

In addition, several other pertinent evaluations are reported in chapter six. Those free expressions of students and faculty may be of more value than the statistics.

Results from Observation Guide

The first instrument to be analyzed will be the Observation Guide. The results of the pupil markings on Section I of the Observation Guide may be found in Table I.
<table>
<thead>
<tr>
<th>Individual Differences - I</th>
<th>BOYS</th>
<th>GIRLS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are some children more active than others?</td>
<td>Yes 39</td>
<td>No 0</td>
<td>2</td>
</tr>
<tr>
<td>2. Are some more friendly than others?</td>
<td>Yes 37</td>
<td>No 2</td>
<td>1</td>
</tr>
<tr>
<td>3. Are some more independent than others?</td>
<td>Yes 39</td>
<td>No 0</td>
<td>1</td>
</tr>
<tr>
<td>4. Is there a wide difference in size?</td>
<td>Yes 15</td>
<td>No 2</td>
<td>4</td>
</tr>
<tr>
<td>5. Can you observe both a small and a large child, both of whom show ability and leadership qualities?</td>
<td>Yes 28</td>
<td>No 7</td>
<td>4</td>
</tr>
<tr>
<td>6. Do the children seem sensitive to teacher's praise or disapproval?</td>
<td>Yes 31</td>
<td>No 9</td>
<td>1</td>
</tr>
<tr>
<td>7. Do you see any signs of boys or girls seeming conscious of whether they belong to one sex or other?</td>
<td>Yes 4</td>
<td>No 3</td>
<td>2</td>
</tr>
<tr>
<td>8. Do these children play mostly in groups at recess?</td>
<td>Yes 33</td>
<td>No 1</td>
<td>0</td>
</tr>
<tr>
<td>9. Can you see that they have learned a great deal in reading and writing?</td>
<td>Yes 38</td>
<td>No 1</td>
<td>1</td>
</tr>
<tr>
<td>10. Are differences in skill in reading observable?</td>
<td>Yes 39</td>
<td>No 1</td>
<td>0</td>
</tr>
<tr>
<td>11. Do some show more talent than others in drawing or writing?</td>
<td>Yes 38</td>
<td>No 2</td>
<td>0</td>
</tr>
<tr>
<td>12. Can you see that some need more encouragement or urging to work than others?</td>
<td>Yes 39</td>
<td>No 0</td>
<td>0</td>
</tr>
</tbody>
</table>
The seniors agree with each other fairly well on most of the twelve points in the first section of the guide, namely that some children were much more active than others, some more friendly than others, some more independent, some more talented, and some needing more encouragement than others. They did notice individual differences in the children they observed.

There was difference of opinion among the seniors in regard to question 4, "Is there a wide difference in size?" Twenty-nine replied "yes", and forty-eight "no". This may reflect different interpretations of the word "wide". Compared to grown up seniors the children evidently all looked small and the difference in size probably did not impress them. What we had in mind when making the guide questions was that there is a wide relative variation in physical size among first graders.

Question 7 asked: "Do you see any signs of boys or girls seeming conscious of whether they belong to one sex or the other?" Nineteen replied saying that they did observe such signs, and fifty-seven that they did not. The question was too general to be readily understood. The difficulty in interpreting the question probably accounts for the number who thought they saw signs of sex consciousness. There was, moreover, probably little or no chance to observe this factor in the classroom.
TABLE 2. Degrees of Individual Differences Observed as Indicated by Marking of Section II of the Observation Guide

Did you observe the following traits in some or most of the children?

<table>
<thead>
<tr>
<th></th>
<th>BOYS</th>
<th>GIRLS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Much</td>
<td>Some</td>
<td>None</td>
</tr>
<tr>
<td>1. Ability to listen to</td>
<td>19</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>and carry out lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>assignment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Showing satisfaction</td>
<td>28</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>in work well done.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Meeting a difficulty</td>
<td>9</td>
<td>28</td>
<td>3</td>
</tr>
<tr>
<td>in work or play</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>constructively.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Cooperating with</td>
<td>29</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>classmates and teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in activities in the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>group.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Displaying qualities</td>
<td>19</td>
<td>21</td>
<td>0</td>
</tr>
<tr>
<td>of leadership and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>helpfulness in the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>group.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Seeming to feel</td>
<td>18</td>
<td>22</td>
<td>0</td>
</tr>
<tr>
<td>sure and confident of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>themselves.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Replies to Section II gave evidence that most of the seniors observed traits in children which indicated a normal six-year-old development. The large majority of the children were found to show some or much ability to carry out lesson assignments, satisfaction in work well done, and meeting difficulties they encountered without emotional upheaval. They cooperated with classmates and teacher, displayed qualities of leadership and seemed to feel confident within themselves.
Table 3. Degrees of Individual Differences as Indicated by Marking of Section III of the Observation Guide

<table>
<thead>
<tr>
<th>Did you find evidences of these traits in any of the children?</th>
<th>BOYS</th>
<th>GIRLS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>For example, anyone who showed:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Much</td>
<td>Some</td>
<td>None</td>
<td>Much</td>
</tr>
<tr>
<td>1. Extreme shyness?</td>
<td>0</td>
<td>26</td>
<td>12</td>
</tr>
<tr>
<td>2. Angry or sullen behavior?</td>
<td>0</td>
<td>5</td>
<td>34</td>
</tr>
<tr>
<td>3. Lack of attention?</td>
<td>0</td>
<td>32</td>
<td>4</td>
</tr>
<tr>
<td>4. Inability to work through and finish an assignment?</td>
<td>2</td>
<td>32</td>
<td>6</td>
</tr>
<tr>
<td>5. Much dependence on teacher?</td>
<td>5</td>
<td>28</td>
<td>7</td>
</tr>
<tr>
<td>6. Poor cooperation in games or work?</td>
<td>0</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>7. Demands for constant attention from teacher?</td>
<td>4</td>
<td>23</td>
<td>13</td>
</tr>
<tr>
<td>8. Withdrawn, unsocial attitude?</td>
<td>1</td>
<td>15</td>
<td>21</td>
</tr>
<tr>
<td>9. Poor muscular coordination in coloring or writing?</td>
<td>3</td>
<td>30</td>
<td>5</td>
</tr>
</tbody>
</table>

In Section III practically no anger or sullen behavior and very little of unsocial attitude were observed. A large majority of the seniors did find "some" evidence in a few children of lack of attention, inability to work through an assignment, dependence upon the teacher, demands for constant attention, and poor muscular co-ordination. A very small number of the seniors felt that they had seen "much" of a few of these traits.

Section IV of the Observation Guide called for written
paragraphs by the seniors. The seniors were given directions to single out any child in the room and try to tell how or why that child appealed to them. This gave the seniors freedom to choose any child they liked for any reason whatsoever. Each senior observed this one child and wrote about him or her on the observation guide, giving also the reason for the choice.

Thirty-nine of the seniors gave as the reasons for choosing the particular child they had selected that this child was "most appealing because of friendliness", "eagerness to please", and "leadership." Twelve listed as their reasons for selecting certain children that they were bright, neat, quick, or attractive.

In contrast to these, there were thirty-two who gave as their reasons that the children who appealed most to them were quiet and shy, or studious, well-mannered, and obedient. Only eight seniors selected children because they were obviously retarded, immature, restless, or slow.

In summary, nearly half the seniors were attracted by the friendly, outgoing personalities and about half by the retiring studious child. So few of the immature children were selected probably because the retarded, slow child did not seem as attractive nor appealing as the others.

The Pre- and Post-Questionnaires

The questionnaires were built in close relationship to what we had asked the seniors to observe and record on the observation guides.
The criteria were established according to the answers chosen by three qualified Baker educators who studied it beforehand and marked which ones they thought were the more acceptable answers. Their professional training and experience with children gave them a basis of judgment.

In some of the questions the first answer or choice "a" was determined to be the preferable answer. In others the choice "c" was preferable. In all items the choice "b" was for "undecided."

In tables four and five the results of the replies on the pre-questionnaire (answered before visiting first grade) are compared with the post-questionnaire replies (answered after visits and class discussions.) Sections one and two of the pre and post questionnaires were the same except for a change in tense. That is, questions in the pre-questionnaire asked what the senior thought he would find in his observation and the post-questionnaire asked what he had observed. The papers were arranged by name, then numbered and tallied. The changes of opinion (to the extent that it is possible to measure them in figures) are as reported in tables four and five, following.

During regular class periods the seniors marked the pre-questionnaire with no preliminary explanation by anyone except that they were told they were participating in a research project to determine what high school seniors knew and what they could learn about children. Later, after the observation, two periods
were devoted to class discussion before they marked the post-questionnaire.
Table 4. Distribution of Answers by Sex on Sections I and II of the Pre-Questionnaire, Sections I and II.

Section I.

<table>
<thead>
<tr>
<th>Choice selected as</th>
<th>More acceptable</th>
<th>Undecided</th>
<th>Less acceptable</th>
<th>More acceptable</th>
<th>Undecided</th>
<th>Less acceptable</th>
<th>More acceptable</th>
<th>Undecided</th>
<th>Less acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 A</td>
<td>3</td>
<td>12</td>
<td>24</td>
<td>24</td>
<td>15</td>
<td>16</td>
<td>33</td>
<td>27</td>
<td>40</td>
</tr>
<tr>
<td>2 C</td>
<td>30</td>
<td>10</td>
<td>4</td>
<td>45</td>
<td>9</td>
<td>2</td>
<td>75</td>
<td>19</td>
<td>6</td>
</tr>
<tr>
<td>3 C</td>
<td>17</td>
<td>21</td>
<td>6</td>
<td>26</td>
<td>19</td>
<td>11</td>
<td>43</td>
<td>40</td>
<td>17</td>
</tr>
<tr>
<td>4 A</td>
<td>26</td>
<td>9</td>
<td>0</td>
<td>25</td>
<td>20</td>
<td>11</td>
<td>51</td>
<td>29</td>
<td>20</td>
</tr>
<tr>
<td>5 C</td>
<td>14</td>
<td>4</td>
<td>0</td>
<td>36</td>
<td>0</td>
<td>0</td>
<td>96</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>6 C</td>
<td>13</td>
<td>14</td>
<td>17</td>
<td>14</td>
<td>21</td>
<td>21</td>
<td>27</td>
<td>35</td>
<td>38</td>
</tr>
<tr>
<td>7 C</td>
<td>26</td>
<td>17</td>
<td>1</td>
<td>11</td>
<td>12</td>
<td>3</td>
<td>67</td>
<td>29</td>
<td>4</td>
</tr>
<tr>
<td>8 C</td>
<td>22</td>
<td>16</td>
<td>6</td>
<td>15</td>
<td>27</td>
<td>14</td>
<td>37</td>
<td>43</td>
<td>20</td>
</tr>
<tr>
<td>9 C</td>
<td>9</td>
<td>26</td>
<td>9</td>
<td>13</td>
<td>24</td>
<td>19</td>
<td>22</td>
<td>50</td>
<td>28</td>
</tr>
<tr>
<td>10 A</td>
<td>14</td>
<td>17</td>
<td>13</td>
<td>18</td>
<td>23</td>
<td>15</td>
<td>32</td>
<td>40</td>
<td>23</td>
</tr>
<tr>
<td>11 C</td>
<td>40</td>
<td>3</td>
<td>1</td>
<td>40</td>
<td>4</td>
<td>8</td>
<td>84</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>12 C</td>
<td>25</td>
<td>14</td>
<td>5</td>
<td>33</td>
<td>15</td>
<td>8</td>
<td>58</td>
<td>29</td>
<td>13</td>
</tr>
<tr>
<td>13 C</td>
<td>18</td>
<td>16</td>
<td>10</td>
<td>20</td>
<td>22</td>
<td>14</td>
<td>38</td>
<td>33</td>
<td>24</td>
</tr>
<tr>
<td>14 C</td>
<td>21</td>
<td>10</td>
<td>13</td>
<td>25</td>
<td>25</td>
<td>6</td>
<td>46</td>
<td>35</td>
<td>19</td>
</tr>
<tr>
<td>15 A</td>
<td>20</td>
<td>14</td>
<td>10</td>
<td>25</td>
<td>13</td>
<td>18</td>
<td>45</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>16 C</td>
<td>19</td>
<td>12</td>
<td>13</td>
<td>32</td>
<td>11</td>
<td>13</td>
<td>51</td>
<td>23</td>
<td>26</td>
</tr>
</tbody>
</table>
### Section II.

#### Table 4 (Continued)

<table>
<thead>
<tr>
<th>Choice selected as</th>
<th>More acceptable</th>
<th>Undecided</th>
<th>Less acceptable</th>
<th>More acceptable</th>
<th>Undecided</th>
<th>Less acceptable</th>
<th>More acceptable</th>
<th>Undecided</th>
<th>Less acceptable</th>
<th>More acceptable</th>
<th>Undecided</th>
<th>Less acceptable</th>
<th>Total Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N=14</td>
<td></td>
<td></td>
<td>N=56</td>
<td></td>
<td></td>
<td>N=100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>A 38</td>
<td>5</td>
<td>1</td>
<td>40</td>
<td>12</td>
<td>4</td>
<td>78</td>
<td>17</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>A 26</td>
<td>11</td>
<td>7</td>
<td>41</td>
<td>12</td>
<td>3</td>
<td>67</td>
<td>23</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>C 5</td>
<td>22</td>
<td>17</td>
<td>2</td>
<td>29</td>
<td>25</td>
<td>7</td>
<td>51</td>
<td>42</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>A 25</td>
<td>9</td>
<td>10</td>
<td>31</td>
<td>12</td>
<td>12</td>
<td>56</td>
<td>22</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>A 18</td>
<td>11</td>
<td>12</td>
<td>9</td>
<td>17</td>
<td>30</td>
<td>27</td>
<td>31</td>
<td>42</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>A 32</td>
<td>8</td>
<td>4</td>
<td>41</td>
<td>12</td>
<td>3</td>
<td>73</td>
<td>20</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>C 25</td>
<td>13</td>
<td>6</td>
<td>38</td>
<td>10</td>
<td>8</td>
<td>63</td>
<td>23</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>C 30</td>
<td>9</td>
<td>5</td>
<td>43</td>
<td>11</td>
<td>2</td>
<td>73</td>
<td>20</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>C 26</td>
<td>11</td>
<td>7</td>
<td>37</td>
<td>14</td>
<td>5</td>
<td>63</td>
<td>25</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>C 12</td>
<td>17</td>
<td>15</td>
<td>14</td>
<td>29</td>
<td>13</td>
<td>26</td>
<td>46</td>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>A 37</td>
<td>4</td>
<td>3</td>
<td>53</td>
<td>3</td>
<td>0</td>
<td>90</td>
<td>7</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>C 15</td>
<td>14</td>
<td>15</td>
<td>20</td>
<td>14</td>
<td>22</td>
<td>35</td>
<td>28</td>
<td>37</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total number of replies to the three choices:

| Total | 637 352 243 | 826 436 306 | 1463 788 549 |

Total number of replies in per cent to various choices:

| Total | 52 .28 .20 | 53 .28 .19 | 52 .28 .20 |
Table 5. Distribution of Answers by Sex on Post-Questionnaire, Sections I and II.

Section I.

<table>
<thead>
<tr>
<th>Choice selected as more acceptable</th>
<th>Distribution of boys on the three choices</th>
<th>Distribution of girls on the three choices</th>
<th>Total Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=14</td>
<td>N=56</td>
<td>N=100</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>32</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>B</td>
<td>32</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>C</td>
<td>23</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>D</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>E</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>F</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>G</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>H</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>I</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>J</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>K</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>L</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>M</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>N</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>O</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>P</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Q</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>R</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>S</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>T</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>U</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>V</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>X</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Y</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Z</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: The table shows the distribution of answers by sex on the post-questionnaire sections I and II, with the choices for each section and the total distribution across all choices.
Section II.

<table>
<thead>
<tr>
<th>Choice selected as more acceptable</th>
<th>More acceptable</th>
<th>Undecided</th>
<th>Less acceptable</th>
<th>More acceptable</th>
<th>Undecided</th>
<th>Less acceptable</th>
<th>More acceptable</th>
<th>Undecided</th>
<th>Less acceptable</th>
<th>Total distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>36</td>
<td>8</td>
<td>0</td>
<td>51</td>
<td>4</td>
<td>1</td>
<td>87</td>
<td>12</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>36</td>
<td>7</td>
<td>1</td>
<td>48</td>
<td>4</td>
<td>4</td>
<td>84</td>
<td>11</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>23</td>
<td>9</td>
<td>7</td>
<td>43</td>
<td>10</td>
<td>3</td>
<td>71</td>
<td>19</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>14</td>
<td>3</td>
<td>0</td>
<td>51</td>
<td>5</td>
<td>0</td>
<td>92</td>
<td>8</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>17</td>
<td>11</td>
<td>16</td>
<td>47</td>
<td>7</td>
<td>4</td>
<td>62</td>
<td>13</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>32</td>
<td>10</td>
<td>2</td>
<td>43</td>
<td>3</td>
<td>5</td>
<td>80</td>
<td>13</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>18</td>
<td>14</td>
<td>12</td>
<td>33</td>
<td>8</td>
<td>15</td>
<td>51</td>
<td>22</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>39</td>
<td>3</td>
<td>2</td>
<td>52</td>
<td>2</td>
<td>2</td>
<td>91</td>
<td>5</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>29</td>
<td>9</td>
<td>6</td>
<td>49</td>
<td>4</td>
<td>3</td>
<td>78</td>
<td>13</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>29</td>
<td>10</td>
<td>5</td>
<td>45</td>
<td>6</td>
<td>5</td>
<td>74</td>
<td>16</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>37</td>
<td>3</td>
<td>4</td>
<td>56</td>
<td>0</td>
<td>0</td>
<td>93</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>28</td>
<td>7</td>
<td>9</td>
<td>47</td>
<td>3</td>
<td>6</td>
<td>75</td>
<td>10</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

Total number of replies:

843 194 190
1223 108 237
2071 302 427

Total number of replies in per cent to various choices:

.69 .16 .15
.78 .07 .15
.74 .11 .15
Gains and Losses on the Pre- and Post-Questionnaire.

After each question of Sections I and II of the questionnaire, the reader will find the percentage of gains or losses listed. "Gains" refers to the percentage of the total number of boys or girls who had changed their marking on the post-questionnaire to "more acceptable" answers as compared with their "less acceptable" or "undecided" answers on the pre-questionnaire. The more acceptable choice as indicated by the three Baker teachers is the one bracketed e.g., (a) or (c). Each figure is labelled as a gain or loss.

Shifts in Answers by Sex to Items on Sections I and II of Pre and Post Questionnaire

The seniors were asked to mark the answer which seemed closest to what they thought was correct.

Section I. (Circle the letter preceding the answer you choose.)

1. Did you find first graders varying greatly in size?
   (a.) Yes, they varied greatly.
   b. I did not notice.
   c. No, they are nearly alike in size.

   Boys: Gain 34%     Girls: Gain 15%     Total: Gain 22%

2. Were the most mature, grown-up acting children the tallest and heaviest children?
   a. Yes, I thought the biggest children were the most grown-up acting.
   b. I am not sure.
   (c.) No, I think there was little relationship.

   Boys: Gain 2%     Girls: Gain 4%     Total: Gain 5%

3. Were masculine-feminine traits already evident in the behavior of first graders?
   a. No, I did not think so.
   b. I am not sure.
   (c.) Yes, they are evident even in six year olds.

   Boys: Gain 4%     Girls: Gain 3%     Total: Gain 5%
4. Were the children of this age very conscious of whether they were boys or girls?
(a.) No, they do not think about belonging to one sex or the other.
b. I am not sure.
c. Yes, they are self-conscious about their sex.
Boys: Gain 14%  Girls: Gain 40%  Total: Gain 24%

5. Did you find that the skill of first graders in reading is pretty much the same?
a. Yes, they read with about the same skill.
b. I am not sure.
(c.) No, there are great differences in reading skill.
Boys: Loss 11%  Girls: Loss 14%  Total: Loss 15%

6. Are first graders able to draw or paint what they wish to express?
a. No, they were not able to express their ideas.
b. I did not observe.
(c.) Yes, they are able to express to their own satisfaction.
Boys: Gain 13%  Girls: Gain 67%  Total: Gain 54%

7. Are first graders too young for us to observe any talents they may have?
a. Yes, I think they are too young.
b. I am not sure.
(c.) No, some of their talents may be observed at six years of age.
Boys: Gain 20%  Girls: Gain 13%  Total: Gain 22%

8. Do first graders work mostly as individuals instead of in groups?
a. Yes, they do work as separate individuals.
b. I am not sure.
(c.) No, they prefer to work in groups.
Boys: Gain 13%  Girls: Gain 28%  Total: Gain 22%

9. Do most six year olds need constant urging to keep them working at their lessons?
a. Yes, teachers must urge most of them to stay at work.
b. I am not sure.
(c.) No, most of them do not need urging and constant reminders.
Boys: Gain 31%  Girls: Gain 44%  Total: Gain 39%
10. Did most of the children go ahead on jobs to completions?
   (a.) Yes, they stayed with their assigned jobs and finished.
   b. I am not sure.
   c. No, they did not work without urging.

   Boys: Gain 34%  Girls: Gain 48%  Total: Gain 42%

11. Do teachers use play to achieve a particular purpose?
   a. Play was used only for rest and relaxation.
   b. I am not sure.
   (c.) Play was sometimes used as a teaching device for learning.

   Boys: Loss 13%  Girls: Gain 5%  Total: Loss 5%

12. Were all first graders eager to learn and interested in the lessons?
   a. Yes, they were all interested and eager.
   b. I am not sure.
   (c.) No, there was a wide difference in interest and eagerness.

   Boys: 0%  Girls: Loss 5%  Total: Loss 3%

13. Could you detect marked differences in muscular coordination and control in members of the class?
   a. No, only slight differences were observable.
   b. I did not notice.
   (c.) Yes, a great difference was observable.

   Boys: Gain 35%  Girls: Gain 25%  Total: Gain 31%

14. Could the children given close attention for longer period of time than 10 or 15 minutes?
   a. Yes, they gave close attention for more than 10 minutes.
   b. I am not sure.
   (c.) No, they cannot give attention for more than 10 minutes.

   Boys: Gain 19%  Girls: Gain 22%  Total: Gain 21%

15. Did there seem to be any relation between size and school success of the children?
   (a.) No, I did not think size is at all related to school success.
   b. I am not sure.
   c. Yes, I think size has a relation to school success.

   Boys: Gain 25%  Girls: Gain 26%  Total: Gain 26%
16. Did you think much academic school learning is achieved in the first grade? (Reading, writing, and arithmetic.)
   a. No, they were getting very little such learning in the first grade.
   b. I am not sure.
   c. Yes, a great deal of those learnings are achieved in first grade.

Boys: Gain 45%    Girls: Gain 35%    Total: Gain 40%

Section II. (Circle the letter preceding the answer you choose.)

1. Did you think the children played more in groups than as individuals?
   (a.) Yes, I think they played more in groups.
   b. I am not sure.
   c. No, I think they played as individuals.

Boys: Loss 4%    Girls: Gain 18%    Total: Gain 9%

2. Did any of the children show qualities of leadership?
   (a.) Yes, I thought I observed qualities of leadership.
   b. I am not sure.
   c. No, I do not think qualities of leadership were observable.

Boys: Gain 22%    Girls: Gain 12%    Total: Gain 17%

3. Did you find most of the first graders independent and self-confident, instead of shy and uncertain?
   a. No, most of them seemed shy and uncertain of themselves.
   b. I am not sure.
   c. Yes, most of them were independent and self-confident.

Boys: Gain 52%    Girls: Gain 73%    Total: Gain 64%

4. Were most of them friendly instead of reserved with the seniors?
   (a.) Yes, they were almost all friendly.
   b. I am not sure.
   c. No, they showed no friendliness.

Boys: Gain 36%    Girls: Gain 35%    Total: Gain 26%

5. Did the personalities of the children seem to be well established?
   a. No, I do not think established personalities were observable.
   b. I am not sure.
(c.) Yes, I thought they showed definite, distinct personalities.

Boys: Loss 2%  Girls: Gain 64%  Total: Gain 35%

6. Did the children seem sensitive to the opinion of their teacher?
   (a.) Yes, I thought they responded as though they were sensitive and cared.
   b. I am not sure.
   c. No, I do not think they were sensitive to her opinions.

Boys: 0%  Girls: Gain 12%  Total: Gain 7%

7. Did they seem sensitive to the opinions of other children?
   a. No, I did not observe evidences of sensitivity to other children.
   b. I am not sure.
   (c.) Yes, I think they are sensitive to the opinions of other children.

Boys: Loss 15%  Girls: Loss 8%  Total: Loss 12%

8. Do you think children care a great deal to please adults?
   a. No, I do not think they do.
   b. I am not sure.
   (c.) Yes, I think they care and will try to please adults.

Boys: Gain 20%  Girls: Gain 16%  Total: Gain 18%

9. Generally speaking, is punishment likely to be more effective than praise in controlling and teaching little children?
   a. Yes, I think punishment is more successful with little children.
   b. I am not sure.
   (c.) No, I think praise is more successful.

Boys: Gain 6%  Girls: Gain 21%  Total: Gain 15%

10. Did you find that much supervision on playground was necessary to prevent fighting among six year olds?
   a. Yes, constant supervision was necessary to prevent fighting.
   b. I am not sure.
   (c.) No, there was little tendency to fight and little supervision was needed.
Boys: Gain 38%   Girls: Gain 55%   Total: Gain 48%

11. Do you now think much social learning (cooperation, taking turns, getting along with others) is achieved in the first grade?
   (a.) Yes, a great deal of such attitudes are learned in first grade.
   b. I am not sure.
   c. No, these cannot be learned until a child is older.

Boys: 0%   Girls: Gain 5%   Total: Gain 3%

12. Do you think school attitudes are established in the first grade?
   a. No, not until a child goes to school for many years.
   b. I am not sure.
   (c.) Yes, they are established early in school life.

Boys: Gain 2%   Girls: Gain 41%   Total: Gain 40%

Analysis of Shifts to Less Acceptable Choices on Certain Items

Only four questions did not show an increase in the number of "more acceptable" answers checked on the post-questionnaire. They were numbers 5, 11, 12 in section I and number 7 in section II.

Question five asked in effect if all pupils in the first grade had equal ability to read or equal skill in reading. The pupils came back to the discussion groups convinced as a result of their observations that a few children had markedly less skill in reading. Yet fifteen percent fewer marked their papers to indicate that they had detected wide variation in skill in reading. The slight loss shown on this question might mean that the high school pupils who shifted on the post test to saying that the ability was equal might have been confused by the wording of the question. It may be noted that ninety six out of one hundred students felt sure on the pre-questionnaire that there was a difference in ability. Only eighty one
marked the post-questionnaire that way, for whatever reason.

Question eleven asked if play was used for teaching. In a half-day forenoon session there would be little opportunity to observe play used as a teaching device. It was winter and probably no out-door free recess play was observed.

Question twelve asked if all were equally eager to learn. The loss shown in these results seems also to indicate that some of the seniors were confused in the wording of the question as to which choice to check their changed viewpoint.

This conclusion is based on the fact that they did at other times say they had noticed that immature children or dull children were not interested in what was going on.

Question seven, section II, asked if children were sensitive to the opinions of other children. This may not have been obvious in classroom work sessions to the few who shifted to the less acceptable choice on the post-questionnaire. However the majority both first and last agreed with the more acceptable answer.

Analysis of Shifts to More Acceptable Choices on Certain Items

In question six they were asked if they thought children could express themselves to their own satisfaction in drawing or painting. Only twenty-seven seniors chose the more acceptable answer in the pre-questionnaire, while eighty-one did so on the post-questionnaire. Both boys and girls grasped the idea much better after a brief discussion and decided that children were usually pleased and
satisfied with their drawings, however crude.

Question three asked if they thought children were independent, self-confident, instead of shy and uncertain. Both boys and girls apparently expected the children to be timid and helpless because they were surprised and after the visit made a large changeover to the answer stating that they were independent and self-confident. This is understandable from the viewpoint of their senior feeling of maturity and strength and their comparison with their feelings about very little children.

Question ten asked if the children needed supervision on the playground to keep from fighting. The seniors saw less evidence of the need for supervision to prevent fighting than they had expected. Evidently they remembered seeing some disturbances on the schoolground in their past years but in the discussion it was brought out that a constructive approach was planned by teachers to keep children busy and there were very few fights.

Boys made much greater gains on question thirteen asking if children had the same degree of muscular coordination. It might be that the boys were attracted by the word "muscular." At least they made a greater shift than the girls toward believing that there was a difference among children in that factor. Girls, however, made a large change also. Thirty-one seniors changed to the more acceptable answers.

Question sixteen asked if children learned much of reading, writing and arithmetic in the first grade and boys again exceeded
girls in changing over to saying that a great deal is learned in the first grade. Probably this was mainly because there was so much more "room for improvement" in the ideas that the boys had to begin with. They had thought of them as babies who learned very little but changed their minds when they visited the grades.

Girls made greater gains than the boys on the question asking if personalities of children became rather well established even by the time they were six years old. In fact boys made only a two per cent gain to the girls' sixty-four per cent. It would be impossible to be sure that one had the correct interpretation of this as so many factors are involved. It may be that the boys could not yet think of the children as anything but infants, and hence thought that they had no distinct personality. It could be that the girls were thoughtfully undecided in the first test and then had made up their minds in the second one.

Question twelve, section two, was the other one in which girls made much larger gains than the boys. It asked if school attitudes were well established by the end of the first year. This is similar to the one just cited in that many factors might have caused this change. At least girls were more certain during the post-test that the children had probably been influenced for life by the attitudes they gained in the first grade.

In sections I and II, based on questions related to the observation, over half of the seniors selected on the pre-questionnaire
the answers which were deemed "more acceptable" by the specialists. On the post-questionnaire three-fourths of them selected the "more acceptable" answers.

In every question those who felt "undecided" were reduced by a noticeable number. The intervening experience helped them make up their minds one way or the other. Girls made a greater gain than the boys in the shift from "undecided" to the "more acceptable" answers in nearly all of the questions. The girls may have had just enough knowledge to give them uncertainty at the pre-testing while the boys were positive one way or another with a certainty which is characteristic of ignorance. Boys have less familiarity with child behavior as a rule because of fewer experiences with little children.

Another way of showing these changes is to represent them in graphs. In the set of graphs appearing on page 61 the percentage of boys, or girls, and of the total group marking the three kind of choices on the pre-questionnaire, and on the post-questionnaire can be readily seen. For example, fifty-two per cent of the replies by boys on the pre-questionnaire were the "more acceptable" answers. On the post-questionnaire the percentage of "more acceptable" answers had risen to sixty-nine per cent of the total replies. Again twenty-eight per cent of the replies of the girls on the pre-questionnaire represented a choice of the "undecided" choice. On the post-questionnaire the percentage of replies which included the undecided choice had fallen to seven per cent.
Graph Set I

Graphs Showing Percentage Gain or Loss by Sex on the Three Kinds of Answers on the Pre- and Post-Questionnaires

**Pre-Questionnaire**

- **Boys**
  - 52% more acc.
  - 28% un.
  - 20% less acc.

- **Girls**
  - 53% more acc.
  - 28% un.
  - 12% less acc.

- **Total**
  - 52% more acc.
  - 28% un.
  - 20% less acc.

**Post-Questionnaire**

- **Boys**
  - 69% more acc.
  - 16% un.
  - 15% less acc.

- **Girls**
  - 78% more acc.
  - 7% un.
  - 15% less acc.

- **Total**
  - 74% more acc.
  - 11% un.
  - 15% less acc.

**Key to Abbreviations:**

- more acc. = more acceptable
- less acc. = less acceptable
- un = undecided
Analysis of Sections III and IV of the Post-Questionnaire

Sections III and IV of the Post-questionnaire asked the seniors for their own evaluations of what the observation experience and discussions in classes had meant to them. The questions were also designed to find out how the students felt about children and the worthwhileness of the unit.

In the social studies classes which included all seniors, the post-questionnaire was filled out. During the preceding two weeks interval the social studies teacher had taught the curriculum unit on family living using the adopted text and other materials. The English teacher had integrated the work of her classes as much as she could with the child development study unit. The discussion sessions had been held with the seniors. On page 63 the reader will find Table Six showing the number of seniors who checked the "more acceptable" answers in section III. This section was given to them only once, at the close of the study, so there were no previous figures to use for comparison. Their significance lies in the number of the hundred seniors whose attitudes were favorable, as judged by these items.

---

5 Full text of Sections III and IV appear in appendix.
Table 6. Distribution of Answers by Sex on Section III

<table>
<thead>
<tr>
<th></th>
<th>Distribution of boys on the three answers N=14</th>
<th>Distribution of girls on the three answers N=56</th>
<th>Total Distribution N=100</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A 43</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>A 37</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>C 31</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>A 36</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>A 35</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

Question one asked if it is equally important for both men and women to understand children. Both boys and girls agreed that it is. It was gratifying to find the figure "zero" for the item which stated "only women". This reflects the modern attitude of the growing tendency toward equality between men and women.

Question two asked if they felt uncomfortable or embarrassed with children. It was a question meant to find how many at the high school age had this feeling about little children. Probably those who had no brothers or sisters would be more likely to feel this way but it was found that only eight, seven of whom were boys, admitted that they were slightly embarrassed.

Question three asking if noisy, very active children were most likely to be most self-confident was almost a "catch" question in as much as there might be many variables within it. Most active and noisy children could be self-confident and well adjusted but perhaps more probably not
so. It was thought-provoking rather than truly analytical. The results of this item showed several of the students undecided and disagreeing with the more acceptable choice. There are various aspects of the question and it is understandable that with the small amount of instruction given the seniors that some of them did interpret it as doubtful.

Question four encompassed a very large field of study. Obviously in the short class periods devoted to this project the big topic of security for children could be only touched upon. An effort was made to help seniors to see that understanding and sympathetic love would help a child to feel self confident, well accepted, and to have a sense of belonging to his family or his group. Only two said "no" they did not feel that they had made a gain in understanding security factors in a child's life. Only twelve were undecided. Out of one hundred it was gratifying that the others thought they had made a gain.

Question five made an attempt to show seniors that human personality had common factors with old and young and even teenagers. It asked if they believed they could understand themselves better because of this project. It was a backdoor approach to trying to help them with some of the psychological attitudes which might make it easier for them to adjust to the problems of life. Only seven felt that they had not learned to understand themselves better through this study. Only ten felt doubtful about it. Since eighty-three believed that they now had increased their self-understanding, the conclusion must be that there have been marked gains. The students' own testimony, as found in Chapter VI, adds strength to the feeling that the seniors have gained an increased insight as a result of the project.
Table 7. Distribution of Answers by Sex on Section IV of Post-Questionnaire.

<table>
<thead>
<tr>
<th></th>
<th>Distribution of boys</th>
<th>Distribution of girls</th>
<th>Total Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>on the three answers</td>
<td>on the three answers</td>
<td>N=100</td>
</tr>
<tr>
<td></td>
<td>N=14</td>
<td>N=56</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Considerably</td>
<td>Considerably</td>
<td>Considerably</td>
</tr>
<tr>
<td></td>
<td>Somewhat</td>
<td>Somewhat</td>
<td>Somewhat</td>
</tr>
<tr>
<td></td>
<td>Not changed</td>
<td>Not changed</td>
<td>Not changed</td>
</tr>
<tr>
<td>1</td>
<td>17</td>
<td>34</td>
<td>51</td>
</tr>
<tr>
<td>2</td>
<td>18</td>
<td>13</td>
<td>31</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

We needed to know whether students felt a changed relationship with little children and whether they had become more interested in the development of little children. All but eighteen felt that they had made a degree of progress in becoming interested in children and their development.

If they were interested we wondered if they felt they had a better understanding of child behavior. The brief discussions in the classes had been focused on certain prevalent principles basic to child behavior. Ninety-five of the one hundred seniors believed that they had added understanding of child behavior since the class discussion and the visitation to the primary grade.

It was important to know if a consciousness had been awakened to the needs of children. It is one thing to know answers but another to be
aware of the importance of psychological needs of children. Only fourteen of the one hundred seniors felt that the observation unit had not increased their consciousness of the needs of children. In this, as well as in other questions, it was notable that both boys and girls conceded this change of attitude.

Perhaps central to most of the observation part of the unit was that the student would find that children differed in many other ways than physical appearances and size. It seemed that this was definitely achieved by the observation visit and the discussion which followed. There were only two boys who felt that they had not changed toward better realization of individual differences in children. There were several who very conservatively felt that they had made only a moderate change but except for seven seniors all claimed to have gained a better understanding.

We made an effort to teach young people that maturity was a constantly developing factor in human experience; that people continued to mature if they were growing mentally and emotionally as long as they live. There was also the physical immaturity factor in some six year olds which we wished to call to their attention. We wanted them to know that it had a relationship to success in the first grade. More seniors responded to "a" of 5 than to "a" of any of the other questions. The seniors had gained considerably more understanding of what immaturity in a six year old means. Only one of the boys reported that he did not make any gains in his understanding the expected degree of maturity of a six year old.
The figures reported for Section IV show the number of seniors who changed their attitudes within the duration of the combined visiting experience and class study which was being evaluated. In checking the papers we found that several girls checked "c" in questions one and three, Section IV, saying they had not changed their attitudes about children. Knowing the girls personally, there was reason to believe that they did so because they felt that there was no need for a change in attitude. They probably thought that they had always loved children and had felt conscious of their needs.

**Summary of Results on Pre- and Post-Questionnaire.**

Summarizing results, we find that:

1. Eighty-two students liked children better.
2. Ninety-three students said that they did learn to recognize individual differences.
3. Nearly all (95) after the study believed that a certain degree of maturity or "readiness" was essential for first-grade success.
4. Ninety-eight seniors claimed to have learned more about love and security factors in child development.
5. Eighty-six seniors believed the observation had helped them understand children.
6. Ninety-three thought it helped them to understand themselves better.
7. One hundred said they liked to study about little children.
8. Ninety-five out of one hundred felt they had learned more of basic causes of child behavior.
The Pre- and Post-Test "What Should Parents Do?"

This test brought about an emotional reaction from the seniors as well as intellectual curiosity about ways of handling child behavior problems. They showed a genuine interest in what parents should do about the problems presented in the test.

As previously stated, the "most acceptable" answers among the five answers or responses in each test question were determined by five highly qualified specialists at Oregon State College. This gave the writer a basis on which to recommend certain parent responses as better than others. However, often the degree of preference was very slight because the test was designed to stimulate close evaluation.

On the pre-test the seniors selected two or three or four answers to each question. But when taking the post-test they marked only one or two answers. The explanation for this is not entirely clear to the writer because the directions were the same on both pre- and post-tests. One explanation was probably more caution and critical evaluation on the post-test due to having had class discussion of the various ways of handling child problems. Another explanation might be that they took this post-test: "What Should Parents Do?", after having worked through the pre- and post-questionnaires. Some may possibly have felt it was repetitious and not too important the second time so they may have hurried through it.

Even considering the differential in the lesser number of selections made on the post-test as compared with the greater numbers of selections made on the pre-test, there is still statistical evidence that
gains had been made on many of the questions in the number of "most acceptable" selections. The "pattern" however is admittedly an erratic one.

Interpretation of the results on page 76 gives unmistakable evidence that there was more and not less understanding of child behavior after the observation and discussion periods.

Moreover, the seniors had been stimulated during the class discussions, to think of poorer and better ways of thoughtfully meeting problems in child rearing and that should carry over into parenthood, with benefit to future family situations. Results seem to give ample evidence of a growth in insight among the seniors.

In the following pages of this chapter an item by item analysis of the marking of the items on this test will be found. The number of seniors who chose each reply at both pre- and post-testings is given at the end of each question. The "most acceptable" responses, as determined by the five specialists are enclosed in parentheses, e.g., (a), (e). Following several of the items a paragraph of interpretation or some comment concerning the results will be found.

Pre- and Post-test: "What Should Parents Do?"

The seniors were told to mark two or more of these responses which they thought were the best ways to meet the problem.

1. If a child says "I don't like to go to school", the parents should:
   a. Do nothing except insist that he must go to school.
   (b.) Call on the teacher to get help in understanding it.
   c. Blame the school and teacher and sympathize with the child, but still insist on attendance.
   d. Check child's health and vision and hearing.
   (e.) Seek to interest child in school by showing more interest in him.
Number marking various pre-test responses on item 1.

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b.</td>
<td>21</td>
<td>42</td>
</tr>
<tr>
<td>c.</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>d.</td>
<td>24</td>
<td>41</td>
</tr>
<tr>
<td>e.</td>
<td>21</td>
<td>38</td>
</tr>
</tbody>
</table>

Number marking various post-test responses on item 1.

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>b.</td>
<td>25</td>
<td>31</td>
</tr>
<tr>
<td>c.</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>d.</td>
<td>26</td>
<td>40</td>
</tr>
<tr>
<td>e.</td>
<td>24</td>
<td>35</td>
</tr>
</tbody>
</table>

2. If a child steals money, the parents should:
   a. Lecture and threaten the child to prevent a recurrence.
   (b.) Look for reasons the child wants money.
   c. Supply ways to earn money and teach meaning and use of money.
   (d.) Give child added love and attention (recognition) to increase feeling of being loved and "belonging".
   e. Explain the importance of respecting property rights.

Number marking various pre-test responses on item 2.

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>b.</td>
<td>19</td>
<td>34</td>
</tr>
<tr>
<td>c.</td>
<td>22</td>
<td>50</td>
</tr>
<tr>
<td>d.</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>e.</td>
<td>21</td>
<td>40</td>
</tr>
</tbody>
</table>

Number marking various post-test responses on item 2.

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>b.</td>
<td>23</td>
<td>32</td>
</tr>
<tr>
<td>c.</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>d.</td>
<td>13</td>
<td>30</td>
</tr>
<tr>
<td>e.</td>
<td>15</td>
<td>16</td>
</tr>
</tbody>
</table>

3. If a first grader seems abnormally aggressive, looking for a fight, hitting, or slapping, the parents should:
   (a.) Study home attitudes to discover causes.
   b. Talk with teacher and work out a corrective program.
   c. Defend his behavior by making excuses.
   d. Punish the child and keep him away from playmates.
   (e.) Give more time and affection to him.

Number marking various pre-test responses on item 3.

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a.)</td>
<td>22</td>
<td>45</td>
</tr>
<tr>
<td>b.</td>
<td>25</td>
<td>31</td>
</tr>
<tr>
<td>c.</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>d.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>(e.)</td>
<td>0</td>
<td>23</td>
</tr>
</tbody>
</table>

Number marking various post-test responses on item 3.

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a.)</td>
<td>28</td>
<td>34</td>
</tr>
<tr>
<td>b.</td>
<td>21</td>
<td>31</td>
</tr>
<tr>
<td>c.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>d.</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>(e.)</td>
<td>24</td>
<td>38</td>
</tr>
</tbody>
</table>
4. If a child, small for his age, is "picked on" by classmates, the parents should:
   a. Stick up for him by blaming other children.
   (b.) Invite children into their home often to play, with supervision.
   c. Reason with the playmates in an effort to get them to treat the child better.
   d. Teach the child to fight back and resist the tormenting.
   (e.) Evaluate their own attitudes toward other people.

<table>
<thead>
<tr>
<th>Number marking various pre-test responses on item 4</th>
<th>Number marking various post-test responses on item 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>a.</td>
<td>0</td>
</tr>
<tr>
<td>(b.)</td>
<td>25</td>
</tr>
<tr>
<td>c.</td>
<td>4</td>
</tr>
<tr>
<td>d.</td>
<td>16</td>
</tr>
<tr>
<td>(e.)</td>
<td>12</td>
</tr>
</tbody>
</table>

5. If a child comes in often from play, crying and tattling, parents should:
   a. Reprove and punish the child.
   (b.) Show child more love than usual.
   c. Sympathize with child for feeling abused.
   (d.) Examine causes for child's inability to get along.
   e. Go to playmates and defend the child.

<table>
<thead>
<tr>
<th>Number marking various pre-test responses on item 5</th>
<th>Number marking various post-test responses on item 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>a.</td>
<td>9</td>
</tr>
<tr>
<td>(b.)</td>
<td>3</td>
</tr>
<tr>
<td>c.</td>
<td>4</td>
</tr>
<tr>
<td>(d.)</td>
<td>23</td>
</tr>
<tr>
<td>e.</td>
<td>1</td>
</tr>
</tbody>
</table>

6. If a child were very shy and would not take part in games at school, the parents should:
   (a.) Give comfort and love in accepting that role as the child's natural one.
   b. Tell teacher to push the child forward in group situations as often as possible.
   c. Ask teacher to provide ways for child to get approval at school.
   d. Leave it to the school and do nothing.
   (e.) Build up child's self-confidence and faith in self and others.
7. If a child brags and boasts at school and at home, parents should:
   a. Show more love for child and give him more attention.
   b. Do and say things to make him feel less superior.
   c. Study to find why he feels the need to boast.
   d. Tell his playmates and teacher to take the conceit out of him.
   (e.) Consult teacher to plan substitute satisfactions for child.

8. If a child seems fearful, timid and unhappy after a week or two in first grade, the parents should:
   (a.) Have a child guidance teacher study child to determine if child is ready to attend school.
   (b.) Talk with teacher to get suggestions for overcoming the unhappiness.
   c. Tell the child he will like it later and drop the matter.
   d. Blame the school and teacher and do nothing further.
   e. Go to school often with child to urge him along.

9. If a child asks his teacher "Where does a baby come from?, the parents should want the teacher to:
   a. Say that the child should ask his parents.
   (b.) Tell him the correct answer briefly and frankly.
c. Answer that he is too young to be told.
d. Ignore the question and change the subject.
(e.) Tell the parents of the question and agree on instruction procedure.

Number marking various pre-test responses on item 9.

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a.)</td>
<td>13</td>
<td>21</td>
</tr>
<tr>
<td>(b.)</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>c.</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>d.</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>e.</td>
<td>27</td>
<td>41</td>
</tr>
</tbody>
</table>

Number marking various post-test responses on item 9.

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a.)</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>(b.)</td>
<td>27</td>
<td>31</td>
</tr>
<tr>
<td>c.</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>d.</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>e.</td>
<td>25</td>
<td>36</td>
</tr>
</tbody>
</table>

10. If a child were a large, healthy, first grader and was very slow in learning, the parents should:
a. Drill and help him in evening sessions.
(b.) Consult with child guidance teacher to determine whether an added year of development at home would be advised.
c. Make the child feel that he could do better if he tried harder.
d. Scold him and tell him he is lazy.
(e.) Accept his rate of learning as being slower.

Number marking various pre-test responses on item 10.

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a.)</td>
<td>19</td>
<td>35</td>
</tr>
<tr>
<td>(b.)</td>
<td>23</td>
<td>44</td>
</tr>
<tr>
<td>c.</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>d.</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>(e.)</td>
<td>8</td>
<td>15</td>
</tr>
</tbody>
</table>

Number marking various post-test responses on item 10.

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a.)</td>
<td>23</td>
<td>36</td>
</tr>
<tr>
<td>(b.)</td>
<td>28</td>
<td>40</td>
</tr>
<tr>
<td>c.</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>d.</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>(e.)</td>
<td>10</td>
<td>8</td>
</tr>
</tbody>
</table>

11. If a child were small and healthy, yet not doing good work in first grade, the parents should:
a. Drill and help him in evening sessions.
b. Tell him he could do better if he would just try harder.
(c.) Ask child guidance teacher if another year at home would be advisable.
d. Let the child feel that his teacher is the reason for his failure.
e. Give him more assurance of their love and pride, regardless.

Number marking various pre-test responses on item 11.

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a.)</td>
<td>19</td>
<td>35</td>
</tr>
<tr>
<td>b.</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>(c.)</td>
<td>20</td>
<td>44</td>
</tr>
</tbody>
</table>

Number marking various post-test responses on item 11.

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a.)</td>
<td>15</td>
<td>29</td>
</tr>
<tr>
<td>b.</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>(c.)</td>
<td>29</td>
<td>49</td>
</tr>
</tbody>
</table>
12. If a child were doing much better work than his classmates in school, parents should:
   a. Ask that the child skip a grade.
   (b.) Consult child guidance teacher to determine course of action.
   c. Tell others, within child's hearing, how smart child is.
   d. Try to avoid his being conceited by making slighting remarks.
   (e.) Help child develop hobbies and interests to fill his spare time.

Number marking various pre-test responses on item 12.

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>(b.)</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>c.</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>d.</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>(e.)</td>
<td>28</td>
<td>52</td>
</tr>
</tbody>
</table>

Number marking various post-test responses on item 12.

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>(b.)</td>
<td>22</td>
<td>27</td>
</tr>
<tr>
<td>c.</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>d.</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>(e.)</td>
<td>35</td>
<td>47</td>
</tr>
</tbody>
</table>

13. If a child does not come home from school reasonably promptly, parents should:
   a. Punish the child every time it happens.
   (b.) Have parents think through their own attitudes.
   c. Explain the parents' worry and reason with the child.
   (d.) Warn him and then let the child miss going somewhere because he was late.
   e. Have treat ready each day and deny it on nights child does not come home promptly.

Number marking various pre-test responses on item 13.

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>(b.)</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>c.</td>
<td>16</td>
<td>36</td>
</tr>
<tr>
<td>(d.)</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>e.</td>
<td>7</td>
<td>26</td>
</tr>
</tbody>
</table>

Number marking various post-test responses on item 13.

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>(b.)</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>c.</td>
<td>17</td>
<td>26</td>
</tr>
<tr>
<td>(d.)</td>
<td>22</td>
<td>25</td>
</tr>
<tr>
<td>e.</td>
<td>13</td>
<td>24</td>
</tr>
</tbody>
</table>

14. If a child of this age wets his clothes and the floor in school the parents should:
   a. Shame and punish him for it.
   (b.) Tell the teacher she should send him to toilet oftener.
   (c.) Have doctor examine and advise.
   d. Supply more love and praise than usual at home.
   e. Build up child's liking for teacher and classmates.
   f. Investigate home situations leading to see what is making the child nervous.
### Number marking various pre-test responses on item 14.

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>(b.)</td>
<td>3</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>(c.)</td>
<td>22</td>
<td>43</td>
<td>65</td>
</tr>
<tr>
<td>d.</td>
<td>0</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>e.</td>
<td>25</td>
<td>49</td>
<td>74</td>
</tr>
</tbody>
</table>

### Number marking various post-test responses on item 14.

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>(b.)</td>
<td>3</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>(c.)</td>
<td>30</td>
<td>32</td>
<td>62</td>
</tr>
<tr>
<td>d.</td>
<td>3</td>
<td>20</td>
<td>23</td>
</tr>
<tr>
<td>e.</td>
<td>25</td>
<td>44</td>
<td>69</td>
</tr>
</tbody>
</table>

15. If a child lies at school or at home, or play activities, parents should:

a. Punish and shame him to train him better.

(b.) Consult with teacher to plan ways to give child recognition and praise.

(c.) Study to find causes behind the lying.

d. Caress, love and praise child more at home.

e. Explain the wrong of lying and agree on penalties for lying.

### Number marking various pre-test responses on item 15.

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>6</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>(b.)</td>
<td>7</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>(c.)</td>
<td>21</td>
<td>49</td>
<td>70</td>
</tr>
<tr>
<td>d.</td>
<td>4</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>e.</td>
<td>26</td>
<td>41</td>
<td>67</td>
</tr>
</tbody>
</table>

### Number marking various post-test responses on item 15.

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>(b.)</td>
<td>16</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>(c.)</td>
<td>25</td>
<td>32</td>
<td>57</td>
</tr>
<tr>
<td>d.</td>
<td>15</td>
<td>24</td>
<td>39</td>
</tr>
<tr>
<td>e.</td>
<td>16</td>
<td>31</td>
<td>47</td>
</tr>
</tbody>
</table>

16. If a child hits and kicks or hurts others frequently, parents should:

a. Use the same treatment on him, saying that now he knows how it feels.

(b.) Check the causes in the home to see why the child is reacting aggressively to others.

c. Punish him physically.

d. Deprive him of social contacts until he can learn to be kind.

(e.) Supply a great deal of extra love and praise and build up the child’s high opinion of himself and his sense of belonging and being accepted by his parents.

### Number marking various pre-test responses on item 16.

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>12</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>(b.)</td>
<td>19</td>
<td>53</td>
<td>72</td>
</tr>
<tr>
<td>c.</td>
<td>8</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>d.</td>
<td>11</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>(e.)</td>
<td>7</td>
<td>36</td>
<td>43</td>
</tr>
</tbody>
</table>

### Number marking various post-test responses on item 16.

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>6</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>(b.)</td>
<td>30</td>
<td>42</td>
<td>72</td>
</tr>
<tr>
<td>c.</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>d.</td>
<td>8</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>(e.)</td>
<td>18</td>
<td>36</td>
<td>56</td>
</tr>
</tbody>
</table>
Analysis of Results on Items with Love and Security Responses.

The seniors showed keener interest in the questions relating to love and security than any other. They were included in the test because of the current emphasis by psychiatrists and child specialists. The results were notable considering many objections raised in class to these "love and security" answers, as will be reported in Chapter VI.

**TABLE 8** Comparison of Gains by Sex on "Love and Security" Items in "What Should Parents Do?" Test.

Table 8 gives the number of seniors who chose the answers favoring "love and security" at the first testing, and also the number who selected those answers after the study at the second testing.

<table>
<thead>
<tr>
<th>Question number and letter of love and security number</th>
<th>Number choosing love and security answer on pre-test</th>
<th>Number choosing love and security answer on post-test</th>
<th>Total Gain</th>
<th>Boys Gain</th>
<th>Girls Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 (d)</td>
<td>18</td>
<td>43</td>
<td>25</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>3 (e)</td>
<td>23</td>
<td>62</td>
<td>39</td>
<td>24</td>
<td>15</td>
</tr>
<tr>
<td>5 (b)</td>
<td>14</td>
<td>45</td>
<td>31</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>6 (a)</td>
<td>6</td>
<td>20</td>
<td>14</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>7 (a)</td>
<td>7</td>
<td>39</td>
<td>32</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>11 (e)</td>
<td>28</td>
<td>42</td>
<td>14</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>14 (d)</td>
<td>6</td>
<td>28</td>
<td>22</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>15 (d)</td>
<td>12</td>
<td>39</td>
<td>27</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>16 (e)</td>
<td>43</td>
<td>56</td>
<td>13</td>
<td>11</td>
<td>2</td>
</tr>
</tbody>
</table>

This appears to show a definite increase in grasp of the principle that children need love, affection, and acceptance at all times for
security. The totals show a gain in the number of seniors who chose answers which emphasize love and security in child rearing. The greater number of seniors who later, after class study, accepted the affection theory as a fundamental factor in the emotional security of children is evidence of a growth in insight.

Results show that a somewhat higher number of boys made gains in understanding than girls.

The fact that boys showed a lively interest in what they might and should do, when parents, was better proof of benefit gained than statistical evidence.

The results of question three, which asked what parents should do if a first grader were "abnormally aggressive, looking for a fight, hitting or slapping" showed a conspicuously larger "gain" of boys than girls. This was mainly, perhaps, because not one of the boys at the pre-test had chosen "e": "Give more time and affection to him" and on the post-test twenty-four of them shifted to it. Twenty-three girls on the other hand, checked "e" on the pre-test so there was not as much "room for improvement" among the girls. However, they made a gain of nine in the post-test.

The results of question sixteen, showed similar change among the boys. The similarity of the problem makes this gain significant. "If a child hits, kicks or hurts others frequently, parents should:

(e) "Supply a great deal of extra love and praise and build up the child's high opinion of himself and his sense of belonging and being accepted by his parents." On the pre-test, only seven boys chose "e", while thirty-six girls marked that answer. Eleven boys were convinced
they should make a shift of attitude for there were eighteen who marked "e" on the post-test instead of seven.

The results of these questions just reported are the more significant because many of the boys were so vehement in class against any change over to the "love" method of meeting child behavior problems. Further reporting on this phase of the study appears in Chapter VI.

Summary of Results on "What Should Parents Do?" Test.

The results of the experiment in evaluation of the seniors visitation of first grades and follow-up discussions of those visits has demonstrated that:

1. Learnings of high school seniors can be measured to some degree by objective evidence of change of attitude.

2. Many of them increased their understanding of the need for affection and security in children's lives, while others of the seniors at least modified their authoritarian ideas about child training to more democratic and permissive concepts.

3. They shifted to a great extent from uncertainty to feeling they had an opinion about various parent responses.

4. Many gave both statistical and verbal evidence that after the experience they understood themselves better and also the basic causes of behavior. They felt it had been a maturing experience for them.

5. They demonstrated that they had been emotionally weakened by the experience of observing and discussing little children.
CHAPTER VI

RESULTS OF SUBJECTIVE METHODS OF EVALUATION

Evaluation of Post-Visititation: Class Discussions.

This chapter will first report the discussions between seniors and teachers and administrators. It will give the reader a picture of the earnest enthusiasm and emotional involvement with which the seniors reacted after their first grade contact with real little children. They became "flesh and blood" to them and the seniors truly cared what was happening to the children. Their concern was genuine.

The first grade teachers from each of the schools met with the seniors who visited their school. Without any guidance on the part of the high school principal who conducted the discussions, the center of interest seemed to be "individual differences" in the boys and girls they had observed in the first grade. The seniors had noticed the few immature children who were valiantly struggling without success to do first grade work. After the visit, they believed that many of these children might do better if they had a second year in the first grade or if they had not come to school until they were a year older. They could not understand why parents did not realize this. They were also unable to recognize the emotional factors which made it so difficult for parents to acknowledge and accept their child's immaturity. They thought parents should be willing to take an immature child out of school or refuse to send such a child as early as the other children of the neighborhood who were also six years old.
The group argued on whether the school admission law should permit children to go to school at six as now but not be taught to read until "ready" at six and one-half or seven, or whether the chronological age of entrance should be changed. The seniors got into educational problems which were far beyond their depth but their interest was nonetheless keen. One attractive girl said,

"I remember so well crying all through first grade and often in the second grade. I was frightened and always fearful that I couldn't get the work done. My parents and teachers scolded me for crying. If I ever did anything poorly in school I would cry and now I understand that it was insecurity due to immaturity. My birthday was in late summer. How much better off I would have been all through school if I had been a year older before I entered."

A boy who was of average stature and intelligent and interested in athletics, was the most expressive of them all. He said,

"Here I am about to graduate and I am just beginning to know what it is all about. How I wish I could have another year in school. I would have done better all the way through and especially in athletics, if I had been a year older."

He struck the table with his fist and said,

"You bet my son will never go to school until he is seven years old, law or no law!"

He was referring to the proposed law that the Hi-Y had tried to promote the previous winter at the state legislature. On the day when high school students met and sat with the legislature at the capitol in Salem in 1954, a bill had been prepared which was presented, discussed, voted upon and passed by Hi-Y representatives from all over the state. That proposal asked that the Oregon school entrance age be changed to May 15 from November 15, as it is now. This bill originated with our Baker young people as a result of the previous year's senior-first grade visits. The young people from Baker were among the leaders in the representative
assembly that year.

Several others in the group said,

"Why do we just talk, talk and not do something about it. Can't we present this thing to parents and get such a law passed?"

Another girl said,

"Let's write a radio script and put it on the air so that parents will understand that such a law should be passed and so that parents of children who are soon ready to start school, will know the harm of starting children to school when they are not fully ready for the work."

Another girl said,

"Why don't we write pamphlets and get other high schools all over the state to visit first grades and see this situation and understand that something should be done, so they will help work for the law as soon as we can bring it to the attention of a lot of people."

Other inquiries came as to whether other high schools were studying first graders, and the problem of immaturity of six year olds in particular. When they were told there was probably no other high school following this special planned unit of study, they wondered what they could do to initiate a movement for getting it to be followed as a general pattern. They felt it would not take long to get the voters conscious of the problem if a few senior classes during the next few years gained an understanding of it.

Several of the seniors told interesting anecdotes of what they had seen and how much they enjoyed the visit. One boy said,

"I felt just a little embarrassed at first because I don't have any little brothers or sisters, but in a little while I realized that they were swell and I liked everyone of them."
Another boy said,

"I was surprised to have them so well behaved and so willing to cooperate and do what the teacher said. It was a lot of fun. I had thought they were going to be like the little vultures that ride on our bus, but they were grand kids."

On the whole, more boys seemed enthusiastic than the girls during these conference sessions though the girls seemed to be thoroughly enjoying the boys' earnest concern. The first grade teachers reported that the boys seemed to take even keener interest than the girls in asking questions and observing and finding out things during their observation visits. One first grade teacher in this group said she thought it was because contact with little children was more of a novelty to boys than girls.

In one of the first grades where over half the children wore glasses, one of the boys learned that these children were "repeaters." The children who had been in the first grade the year before had been put into this room. He wondered about so many of them having to wear glasses and the teachers said there was the possibility that part of the cause may have been that the children had been given books to read and required to do focusing of the eyes while their physical development was still very immature. She cited a California study which claimed that little children's eyes were not ready for the printed page until they were seven years old. When this was reported to the others in the discussion group there was an emotional upheaval in the class. One of the seniors said,

"Can't we do something about not letting these
little kids go blind because we start them too early?"

Some of the seniors were in favor of keeping all children from starting school until they were seven years old but more of them recognized that it should be done on an individual basis, the decision being determined by finding who was ready and who was not. However they all agreed that no child could be damaged by an extra year of school and it would be better to have public kindergartens and pre-school work for all children at five and six years old rather than crowd them into using their eyes for book work before they were seven.

There is wide agreement that one of the greatest disagreements and sources of conflict between child development specialists and parents is in the field of individual differences. Differences in rate of children's physical maturing such as learning to walk and getting teeth, have always been accepted. But parents still tend to think that when the chronological age of a child permits him to go to school he should be as ready to learn to read as any other child of the same age. Emotional blocks in late-maturing children have been traced to the feelings of inferiority and insecurity which develop in such children as a result of being unable to live up to the expectations of teachers and parents. Sometime such personality problems dominate whole life patterns and tend to destroy family harmony, present and future.

Individual differences between children of the same family, neighborhood, or school, in respect to degree of maturity at six
years, create the need for wise understanding on the part of parents. Because most parents have no background of information or experience to understand these differences and the varying rates of maturation, they think of immaturity as a reflection on themselves and on their child. It then becomes very difficult for parents of an immature child to accept these differences because of the emotional involvement of the parents themselves. This brings real concern into the home.

The unit of study under discussion provided an avenue to reach young people who will soon be parents with an understanding of such individual differences and the need to accept them sensibly. It has been estimated by the Baker primary teachers that at least 25% of the children in most beginning classes present problems of immaturity during their first year of school. Inevitably a few of these problems were detected and observed by the seniors. They seemed more concerned about them than anything else. Indeed, their emotions were aroused by being with the children and hearing about the problem.

The response of the seniors to all the discussion topics was so uniformly enthusiastic that there seemed no question but what a great deal had been done for friendly inter-relationships in the school system, regardless of what the seniors might have learned otherwise. The attitudes between seniors and the primary teachers was definitely friendly. Over an hour was allotted to each of these discussion groups and the seniors would have gone on longer.
Near the close of each discussion period the high school principal asked them if they felt that the visits had been helpful and worth the time that it required of the seniors. He asked whether the project should be continued for future seniors. He made an effort to get a response from every pupil and all replies were in the affirmative. It seemed certain that their keen interest was an indication of their enjoyment in having been with first graders and in trying to understand some of the problems of both teachers and parents of beginning school children.

Class Discussion of Test Questions

In meeting with the seniors to go over the results secured from the pre-test "What Should Parents Do?", they were told how many of their classmates chose a, b, c, d, or e in each group of possible responses. When they asked how many had chosen some other answer; they were told the number and a discussion usually followed. Often someone who was in a very small minority would arise to the defense of his selection. The seniors gave close attention throughout the period.

For the most part it can be said that the choices made by the seniors were in close accord with those made by the specialists at Oregon State College. More girls chose the more acceptable answers than did boys. The totals announced to the seniors in class were a combination of boys' and girls' answers. Most of the discussion in these sections of the senior class came from the boys.
In one class there was a lively interchange of opinion about those questions which involved showing more love or affection and understanding to little children as an aid in correction of such defects as stealing, lying or fighting. In every question which involved this issue there were very few at the first testing who chose to include that suggestion as being a more acceptable one. This deviation from present day child specialist recommendations was the most conspicuous. In the discussion of each group of answers their attention was called to the fact that it would have been in closer agreement with the child specialists if more seniors had chosen those answers.

One boy who finally spoke out boldly and sarcastically said,

"So it seems that you think that love and sympathy and understanding are the remedy for practically everything in problems of children."

The boy next to him then said,

"I can see that if we did that you would have nothing but a bunch of weaklings, or spoiled brats."

One of the other boys joined in,

"Yes, just a bunch of book-worms, wearing big glasses, or big kids being babies."

Discussion followed as to the possibility of certain attitudes carrying over into adult life. They said that if a child tattled and cried a great deal and got love and understanding and sympathy for it instead of punishment and reproof, then he would always want to behave that way. When he got married he or she would still want the same treatment after being uncooperative.
It was explained that unless the pattern of crying and tattling and feeling sorry for oneself was broken in childhood, it might persist in adulthood but that the way to break it was not through punishment or harsh methods. Neither should the love and affection treatment be the result of wrong doing but rather a background and basic security in the life of the child. It should be a long-range prevention rather than an immediate remedy. Kind firmness should moreover be part of the love method.

One of the senior boys brought up "Momism" and said it was pretty well recognized that the soft way of handling children had done a great deal of damage to youth of today. Again an effort was made to explain the difference between Momism which meant self indulgence and possessiveness on the part of the mother rather than honest love and affection which would give any amount of effort to see that the child learned to take responsibility and the consequences of wrong doing; that the conscientious parent would help the child learn independence and fine citizenship through cooperative acceptance of limits set by affectionate but firm parents.

It was called to their attention that with basic security, love and maturity on the part of the parents, many mistakes could be made without damaging the child. Physical punishment, which they insisted was necessary, could be administered without damage if it was done in a situation where the child was sure of the parent's love. One of the boys spoke up and said,

"What we would naturally think is right to do, is what was done to us if we think it worked with us. My parents whipped me when I needed it and it worked."
We called attention again to the fact that the basic love and security in his home would account for the fact that his whippings may not have done him any psychological damage.

Some of the boys were reported to have felt that they and their parents were being criticized when the writer proffered ideas which were different from the methods used during their own childhood. Unconscious resentment and resistance to change probably aroused their objections to suggestions of newer ways of handling children. They also fended by saying that the unit was too concentrated and tried to cover too much material in too short a time. They would (quite consistently with human nature) have liked it better if the writer could have told them that since they were pretty fine young people, the methods by which they were reared must have been right and no disturbing changes of viewpoint were indicated.

More boys than girls objected at first to using the affection method instead of punishment and severity when dealing with child behavior problems. However, since many boys changed their choice of answer over to the "love and security" method, after class instruction, there is evidence that many were willing and able to learn a new approach.

A great deal of thinking had been stimulated in every group and on the whole girls seemed to be more receptive to the idea of changing their attitudes toward new ways of meeting problems of child training. At least the girls made no objections. The greater resistance on the part of the boys may have been because they had less background in the study of child development. However, there was definite evidence of thoughtful growth of insight among the boys.
A week later, at the last meeting of the seniors to discuss the test of "What Should Parents Do?" there was another lively discussion by several of the boys who again objected to the idea of supplying love and friendship and understanding, rather than punishment and severity.

Regarding giving a child love and attention if a problem of stealing were developing, one of the seniors remarked,

"If you supply love and attention instead of punishment, you will just make a crook out of him."

Another said:

"Soft sentimentality. If they get praise and love for doing wrong, isn't that a sure way to make criminals of them?"

The valedictorian was one who remained adamant about using punitive measures with children. "I'll still lick mine", he said.

It was explained to the seniors that a basic interrelationship of love and mutual confidence between parents and children was being advocated, rather than an on-the-spot affection-response to misbehavior.

It became evident that the young people were still thinking of the "love-solution" as one of giving love and attention and understanding and sympathy to children when a stealing or lying problem presented itself, as an immediate treatment. They found it hard to grasp the recommendation in any other light. That was one reason they could not accept the idea of doing anything but punishing.

As an instructor, the writer bases her position on this issue by the following quotation.

"Fear has no place between parent and child. Harsh or severe punishment can be responsible for a lot of trouble. When a child feels emotionally secure and is given the insight and understanding appropriate to his age, serious problems are not likely to develop." (13, p. 79)
She could also refer to many sources in the child development literature, read at the college library the summer of 1953.

It was called to the seniors' attention that the "affection treatment" suggested was a long-time remedy rather than the immediate handling of the misdemeanor. Many of them were willing to accept that, though the idea seemed to be entirely new to them. The evidence that a change in attitude did occur for many seniors appears in table 8.

In most cases of participation in the discussion the girls were less inclined to favor severity or corporal punishment than the boys, but the tendency with them was also to feel that a severe correction would be more effective than providing more affection or attention and love.

The interest was keen on these questions and the discussion animated. They were glad to hear what the majority of their classmates thought and we had evidence many times that there was careful thinking and evaluation particularly by those who found themselves in the minority. This was especially so when there was a very small minority. The boys who endorsed severe punishment were interested to know how many seniors had disagreed with them.

Throughout the discussions of these problems involving affection and security we defined security as Katherine Read does:

"Let us say that security refers to the feelings that come with having had many experiences of being accepted rather than rejected, of feeling safe rather than threatened." (29, p. 126).

Surprisingly, the boys asked more questions than the girls at the first grade and during the group discussion hour with principal and first grade teachers as well as in each classroom session. Because of our mas-
culine "mores" and economic pressures in earning a living young fathers have read and studied less about children than mothers. The masculine role is very often one of sterness in a family. According to the statistics of this test, the boys of this senior class reflected that attitude.

**Evaluation of Class Discussion on Child Development.**

The pupils were more interested in child development and training problems than in any other part of the study. Many of them carried the discussions home to their parents who mentioned their impressions to the writer or to the high school teachers. They learned that there are newer and better psychological understandings of children's needs than they had known before. Most were open minded about hearing new ideas, but even those who rejected unfamiliar ideas will almost certainly be more thoughtful in later years when their own children present problems.

The enthusiasm with which the seniors responded during the discussions about the causes of human behavior seemed as if an inherent wish were being satisfied. The project in a measure met the need to analyze and discuss and understand their own and others' behavior, a need which is not being adequately met by the public schools.
Written Evaluations by the Seniors.

The seniors each wrote a theme for their English classes about a month after the first grade visits. With few exceptions the students chose to write about the need for first grade children to have a degree of physical and mental maturity which would make it possible for them to do successful work during the first year of their school experience. Even though they had a broad selection of suggestions for their themes, most of them chose to write about that phase of the study. These "individual differences" in first grade children impressed them most.

The assignment was arranged and worded by their English IV teacher. She made her selection of suggestions according to the interests which had been expressed by the seniors. They appeared on the chalk-board as follows:

"Choose and write about any of these suggestions.

Is it important that first grade children have a physical and mental maturity of 6½ or 7 years before being taught the 3 R's?

What can high schoolers in Oregon do to bring about some corrective action for a solution to this problem?

Give a report of how this observation and study unit has appealed to you.

Give your reaction to some of the factors discussed regarding interrelationships of parents and 6 year old children.

Tell any childhood memories this study has brought to mind illustrating any of the situations discussed. Tell how you feel about them now."

Extracts from the compositions written by the seniors appear on the following pages.
... It is a universal truth that mental maturity has a big variation among individuals. It is the mental capacity which bears the direct effect of a person's work. Therefore, I believe, a mental maturity 6½ years old should be reached, if he desires a successful management of his work."
---Ken Eng.

"... If a child does start to school when he is older, he will have more confidence in himself and will take more interest in his work."
---Roder Rode.

"If a child isn't mature enough he is unable to get those first few essential things he learns in the first grade. He will probably have trouble the rest of his school years."
---Wilma Francis.

"If a child is pushed into school too soon the results will set him back all through life. When he finds that he cannot keep up with the others he will lose all interest and give up...."
---Tom Skinner.

"This observation has helped me in many ways to understand children better. I used to believe that it would be a disgrace to take the first grade over, but when a child isn't quite mature enough, I now think an extra year would be very profitable."
---Evelyn Wright.

"I think a child guidance teacher should be consulted before entering a child into the first grade to determine the course of action to take. I believe a child would be much better off to gain the physical and mental specified for entering the first grade than to start to school because 'little Johnnie' across the street started. ..."
---Jack York.

"... I believe a plan (pre-testing) would enable almost all children to attend school with children of their own physical and mental maturity. The immature children could be taught as a separate class until they are ready to fit into one of the regular classes. I believe this suggestion could be worked into a solution of the problem of immaturity of first graders."
---Bob McKittrick.

"... Watching the first graders made me realize how thankful I should be since I waited until I was seven to begin my education. Instead of being angry with my parents for holding me back I am now very grateful. I am sure the delay of one year helped me considerably."
---Joanne Stiff.
"... My observations of children at work in the classroom have resulted in my final decision to become an elementary teacher. Therefore, this unit has greatly strengthened my knowledge and interest of children." ---Jean Adamson.

"I believe that the hidden purpose of this observation study of first graders by seniors was to help the seniors understand the problems they are going to be faced with when they have children of their own..." ---Mary Jo Basche.

"... I learned that the most important things for a child to learn while first starting to school are leadership, how to get over shyness, and how to enter into class discussion... This observation and study unit has appealed to me very highly as something every senior should attend from now on..." ---Beverly Reeder.

"While many of the children seemed well adapted and had little or no trouble in doing the work, others seemed quite out of place. ...I certainly don't know the answers but it will only be through study, observation, and cooperation among parents, teachers, and students that a satisfactory solution can be reached." ---Donald Grettum.

"I think the parents should come and see what their children are going in school. If a child is not doing too well the parent should go and see what the child's parent can do to help a child that is slow." ---Shirley Freitag.

"Most parents do not realize how important a part they play in getting their children off on the right foot in education. ...The average parent does not devote enough time to his child to get the full meaning of parent participation. ...The parent isn't being fair to his own children when he develops that attitude because there isn't anything more important to a parent than bringing his children up properly. This situation is going to be remedied only by educating the parents and then educating the children with the parents' help." ---Mike Doherty.

"In this country all parents know how to show their children their affection and love which are essential for the modern children training. I think it reflects the American parents have a much broader understanding of children and we who enjoy it and are profited from it should reveal more appreciation to them." ---David Eng. (Recently from China.)
"Most of all I learned that most of the time love and affection are better than spanking a child. I believe that it is a start to get parents to understand whether their child is mature or not by letting the seniors visit the first grades." — Clifford Huggins.

"I don't think you can raise children without spanking them once in a while. Of course, you should give them plenty of love and affection, but I don't think you should let them get away with everything. I got quite a few spankings when I was little, but I don't hold a grudge for it." — Lorraine Langlits.

"In observing the children at the schools the conclusion of my knowledge was that some children mature faster than others both physically and mentally. Understanding them is very important. The most successful way to raise a child to feel secure and have self-confidence which is very important is to give them the feeling of being wanted and very much loved." — Mary Hunt.

Evaluation Reports by High School Under Classmen

A junior boy reported that three or four of the seniors had told him they felt the visitation was very worthwhile especially from the standpoint of child psychology and how the little children were handled in school. He had heard no adverse criticism whatever. Another boy said one of the fellows (seniors) that he had not learned much. This was the only negative reaction.

Another high school junior said he had brought up the subject when he and three seniors were under the stars in their sleeping bags on an overnight trip. He said the fellows said only favorable things about the project. They had enjoyed it and thought it worthwhile to continue each year.

"Then," said the junior lad, "after they had all expressed
themselves, I told them I had been asked to get the 'lowdown' for Mrs. Lee as to their feelings about it.

Evaluations of First Grade Teachers

All the teachers who sent in written evaluations reported favorably. Some felt that it was good for the children to have visitors. Some enjoyed helping the seniors. Some just "didn't mind the interruption." Some said it was no interruption. Some sensed the value to the school system of a contact between high school and grade school. Nearly all were glad to have the seniors observe the wide span of ability with which the teachers had to cope.

The first grade teachers reported that the seniors had been seriously interested and well behaved; also that they seemed to enjoy the children and the children were delighted to have the seniors visit them.

Two teachers said that during the first day of the visits the children seemed "a little bit petrified" by having seniors there and it was difficult to get a natural reaction for an hour or so.

They felt, however, that the very practice of getting used to having someone in the room was good for the children. They said the classwork seemed to go without being impeded in any way by the visitation of the seniors.

The first grade teachers took an active part in the discussions
with the seniors and there was a lively interchange, with evidences of enjoyment, humor, and appreciation. One of them said that she had not realized that seniors could be so discerning, interested, and mature in their viewpoints. She said that everyone of the seniors who had visited in their school had been courteous and cooperative and was there for serious observation.

The following report came from a teacher who had asked to be excused from participation in the project the first year it was carried on. Her account shows how completely she was later convinced of its value.

"... It was interesting to me to watch these high school students. It was with an air of importance that they went about observing and writing answers to the questions on the guide papers. They had nice quiet manners and assumed an attitude that their opinion was valuable to those working in this project. Not only in the classroom but also on the playground the boys and girls seemed to take a protective interest in the little children like that of an adult. ...Teenagers need to feel that they are important and that their opinion is valuable. ...Repeated visits to the classroom would sharpen the students' insight into the developing patterns of the little children's personalities, emotional and educational growth. . . ."

"... Some parents of the seniors who visited the first grades made very favorable comments to me. It inspired some of the seniors so that they are now planning to work with smaller children after they finish college.

"... Perhaps if the frustrated and unhappy people of today had known more about human nature and themselves during their high school days, their lives may have been more sound and happier.

"It is my believe that the schools are becoming increasingly more aware of their responsibility to
help the individual develop. 'Family Life' in the high school curriculum? Yes. The times almost demand it."

---Lillian Dangler, Baker.

Other First Grade Teachers:

"... It was quite obvious that the seniors were giving serious thought to the younger children. This in itself seems to make it worthwhile to provide situations possible so students have an opportunity to develop proper attitudes toward children. This training is valuable to students planning marriage as well as those seeking teaching careers."

---Freda Tremaine.

"When the seniors visited my room, several noticed how difficult the work was for the very young and immature. They wondered why parents sent their children when they were so young. One senior remarked: 'I think seven is plenty young to send a child to school.' I enjoyed their comments and felt it was something worthwhile. They observed four different reading levels...

---Mrs. Love - South Baker School.

"... Two senior girls were quite concerned that so many children in the room wore glasses. I have eleven children in a room of twenty-five that wear glasses. These girls were surprised to learn that the eyes were the last physical part of a child to develop. This gave me an opportunity to explain how teachers thought it best that children not start school too young..."

"Personally I think it is a very fine experience for all of us. I enjoyed the seniors as much as the children did. I felt that their conduct was the best. I sincerely believe that nothing but good will come from our experience together in the first grade classroom."

---LaVelle Young.

Evaluations by Other Teachers:

The High School Principal wrote:

"In regard to the visitation of our Seniors to the first grade rooms, I would say that it has been highly worthwhile. It is not possible to evaluate objectively the results of this experiment. However, from personal impressions received in talking with
the seniors after the visit, I would venture that it has had as much lasting and worthwhile value as any unit we offer. Every senior who participated gained insight in the question of child growth, maturity stages, and individual differences. Many made definite statements as to conditions they observed that they would avoid when bringing up their own children. These values cannot be obtained from text books."

--- J. H. Adamson.

The Senior English teacher in whose classes part of the discussions were carried on, evaluated as follows:

"From the comments made by the Seniors I feel confident that their visitations to the first grades were experiences which will have a lasting effect. They reacted so strongly to what they saw and heard that the impressions will remain. From such remarks as 'A first grade teacher has to know a lot to teach these kids' to 'I don't know how we've learned so much since the first grade' one could learn about the seniors, too. Every senior who casually or in answer to questions discussed the time spent in the first grade room, felt that he had learned from the experience. Each was interested in the six-year-olds and their reactions. Many of them were discerning and realized the skill used by the teacher in handling problems which arose.

"It is my opinion that the experience helped them to understand people and thus themselves, better and will make them more understanding parents."

--- Mrs. Gertrude T. Inman.

Mr. James Evans, superintendent of city schools, wrote, during the research activity:

"I have just been talking to seniors who are observing first grades. One of them said she was sure most seniors are sincerely interested in the project. She even pointed out that those who didn't sign to make the visits were the ones most likely to want to get out of school.

"It would be revealing to equate the names of those who signed and those who didn't sign with the rating in class. If the top ranking pupils of the class all sign, it is worthy of attention."

This was done and with only one exception those who were in good scholastic standing in the class signed up. The bright lad who did not sign came to the writer to explain that he had thought he would have that half day free if he did not go to the first grades to work on his
short wave transmitter at home. He was sorry later, he said, that he had not volunteered.

Mr. Evans feels that this project as a part of the entire family life emphasis in his schools has contributed toward developing more friendly and understanding interrelationships between his teachers and the pupils as well as their parents.

Dr. Lester Kirkendall, in The Oregon Developmental Center project in Family Life Education concluded that the Baker elementary schools reflected a strong concern with improving relationships between parents and teachers and that there is an increased awareness on the part of both teachers and parents of the need for children to be ready and mature enough to carry the work of the first grade before they enter school. (3, p. 2026).
CHAPTER VII

GENERAL CONCLUSIONS.

Inadequacies of Instruments.

The instruments of evaluation were admittedly inadequate. The field was new and the creator of the instruments inexperienced in test or questionnaire construction. There were several questions which were ambiguous. They could mean different things to different people. The tests were probably too long, also.

Strengths and Weaknesses of Program.

The weaknesses of the test ("What Should Parents Do?") and of the directions for giving the test were conspicuous in the results. Probably it was a presumptuous attempt on the part of the author to try to express so briefly in the suggested answers, whole principles and courses of action for parents to follow. Certainly it would have made analysis of results more intelligible, had the directions stated that seniors should mark two and only two answers as "more acceptable". However, judging by pupil response, a set of questions asking what parents should do under certain circumstances, would be a good teaching device to use any future year with seniors.

This experiment seems to indicate that seniors are interested and willing to study through such a set of thought-challenging questions and mark it twice but no further questionnaires should be used. The questions in a test such as "What Should Parents Do?" should be related
as closely as possible to the observation visit.

The visitation program has weaknesses in that time is limited both for observation and for the discussion and teaching unit following. It also assumes the first grade teachers will take an interest in helping seniors "see" and understand the development of little children.

For any measure of success the high school principal must be very sympathetic and cooperative, as the Baker high school principal. The high school teachers of the seniors must be interested not only in helping seniors learn everything possible related to their observation visit, but they should also have a relationship with their pupils which will foster free discussion of these attitudes and reactions.

Suggestions for Changes.

A strong program in child development could be worked out in connection with the family life unit in the social studies course, without the first grade visitation. But the evidence indicates that the unusual approach of bringing the seniors into actual observation of little children contributed a quality of reality to the study which followed. The seniors thought back to their own six year old experiences, while they were permitted to spend several hours in the first grade. Their emotions were reached and hence learning resulted because of their real concern.

High school boys and girls liked discussing childhood problems such as those reported in a mixed class. They liked the openness and frankness of class discussion of the question about sex education of children. "It gives the whole subject dignity", one girl said. It will tend to
lead those same boys and girls to discuss and seek the best ways of handling problems of child training when they become parents.

Further experiments in bringing parent education to the Baker high school students are recommended. Seniors can at least be taught that there are ways to find out about child development and training and to grow in maturity through all their adulthood. The senior-first grade visitation could evolve into a year long core of interest integrated into nearly all senior subjects and fruitful of both mental health and family life learnings. Social studies problems are so closely related to family life that one day each week could be devoted to preparation for marriage and parenthood. It would keep the students involved emotionally enough to make the year's social studies units more personal and meaningful. Until a half year course on these subjects can be initiated, this plan is recommended.

Because the seniors' keenest response was to children's "readiness" for learning to read and to the concept of permissiveness in a friendly, loving democratic environment rather than strictness and punishment, the indications are that these two areas should be included in any high school study of child development.

Suggestions for Teaching Child Development Units at High School Level.

Methods are needed which will help pupils to be objective about and to evaluate effectively their past beliefs and experiences. To expect to disturb the vast inertia of the masses is doubtless beyond the scope of the schools but there is no other place to make a beginning. Schools should try. The only way we can teach people to break away
from the "way" their parents trained them is to inspire parents to want to change their patterns and then help them.

The school can provide a child-centered study such as described in this thesis.

In the report published by the E. C. Brown Trust this conclusion appears in their evaluation of the family life education emphasis in the Baker schools:

"Finally, we should like to comment on the principle which states that family life teaching should be pupil-centered.... A program of family life education which recognizes that life in the classroom and the school itself is akin to family life, and which recognizes the importance of giving the individual, no matter how young or inexperienced, a place in it, will necessarily move in that direction.... We must be concerned with the whole individual." (3, p. 41 and 59).

The seniors "have spoken". They have expressed a desire and need for more of such family life education, such as this project introduced, in the high school curriculum. It is recommended that an expanded unit on child development be incorporated into the senior social studies and English courses in Baker High School.

Suggestions for Further Research.

It would be of interest to compare results of this study with one carried out solely in the classroom as a child development unit, without benefit of stimulation gained from observation of six year olds in first grades. Would the seniors take as much interest if they had no visit at first grades?

It would be helpful to any school which might consider using this plan— to have a research study made to get better observation guides and follow-up tests worked out for seniors.
APPENDIX

Names of Faculty Participating in Study.

The following personnel members of the Baker school faculty in 1953-1954 participated.

James Evans, Superintendent of Schools
James Adamson, High School Principal
William Biedermann, Social Studies teacher
Gertrude Inman, High School English teacher

First Grade teachers:
Alice Bennett, Brooklyn School
Lillian Dengler, Central School
Ethel Dougherty, South Baker School
Junia Love, South Baker School
Ruby Marsland, Churchill School
Mary Munn, Brooklyn School
Georgia Scott, Haines School
Frieda Tremain, Central School
Iva Mae Williams, North Baker School
Wauneta Woodworth, North Baker School
LaVelle Young, South Baker School
Roger Jorgensen, Principal, Brooklyn School
Roby Hall, Principal, Churchill School
D. Craig Jordan, Principal, North Baker School
Frank Schroeder, Principal, South Baker School
Lowell Hall, Principal, Central School
Robert Foster, Principal, Haines School
SENIORS VISIT SCHOOLS AMID FALLING SNOW, LAUGHER AND FUN

Krash! Bang! Boom! Good night! Move those shrimp boats off my toe, you little brat. Golly, he must wear a size ten at least. They are growing the first graders bigger every year.

Such was my reaction when I walked into the classroom at Brooklyn grade school on the 14th of January at the utterly unearthly hour of 9 a.m. Heavens, I can't even stomach my prune juice at such an early hour, let alone 30 rough and tumble and ready for a fight first graders.

Gee Whiz! Here comes one over to me now. I better snap to. He's got a baseball bat in one hand (plans on being a great hitter no doubt) and his report card in the other. On the ball, senior, you're caught between two evils. "Why, Johnny, what a good report card. Two S's, three N's and sixteen U's. Downright unfair, I'd say." (Looks like my report card after Mrs. I. and Mr. B. get through with it.) "Better run along back to your seat now Johnny. I see teacher coming and that wicked gleam in her eye looks like she means business."

Whee, there goes the bell. That must mean recess, at last. Five minutes to myself. Oh oh, I knew something like this would happen. As I walked through the nice warm hall on my way to the cold, cold out-of-doors with a first grader hanging on to each hand, I waved a glorious farewell to my fellow observers. In spite of their boos of laughter and very unfunny wisecracks, I noticed within five minutes they were out on the playground amid the whirling snow teaching the next generation of football players of BHS how to throw a football.

After a reasonable amount of time, (two minutes to be exact), had been given to recreation, I grabbed the two imps nearest me and beat a hasty retreat to the front door and that nice warm hall.

When the second bell rang I was firmly established in a seat (one-fourth of it, that is. A rather immense little boy had three fourths of it) doing my best to teach him that if you had three pieces of pie and your big brother came along and took two of them, you would only have one piece left. I don't think my explanation sank in because ten minutes later I noticed the teacher explaining it again. Oh well, I didn't want to be a teacher anyway.

At 11:30, after much waving goodby and promising to come back again, the four observers took their leave. On the way back to the high school we discussed our experiences and all seemed to agree on a few things. We have changed our views since we filled out those observing sheets. In the first place, first graders aren't shy. They have definite personali-
ties, and they vary greatly in size. They like to please their teacher by getting their work done, but if there is something more interesting to do, they'd rather do it than their work. (Sounds like high school.) We all agreed most heartily, though, that we've really learned a lot in the past twelve years, and we certainly wouldn't like to be back in the first grade again with all our learning still ahead of us.

I know the seniors all agree when I say that next year the juniors will be in for just as big a surprise as we were, and for just as much fun. You'll profit by your experience, though. We certainly have.

EXCERPTS FROM SENIORS' WRITTEN EVALUATION REGARDING LOVE AND ACCEPTANCE BY PARENTS

I went to the grade school and enjoyed the visit. I am sure that it should be continued for other students will enjoy it. It was helpful to me. It gave me an idea of how children of that age will act. The discussions in class helped me too. I learned just how children will act up to 9 years of age and over sometimes. I also learned how to treat them at all ages. Most of all I learned that most of the time love and affection are better than spanking a child. I believe that it is a start to get parents to understand whether their child is mature or not by letting the seniors visit the first grades. ---Clifford Huggins.

I don't think you can raise children without spanking them once in awhile. Of course, you should give them plenty of love and affection, but I don't think you should let them get away with everything. I got quite a few spankings when I was little, but I don't hold a grudge for it.

As a contrast, my father was the next to the youngest son in his family. There were four boys and three girls. Every time something happened Dad always got a beating for it (not with the hand, but a "black snake" as it was called) whether he deserved it or not. The "black
snake" is a kind of braided quirt. He was whipped till he had big welts on his back and he couldn't cry anymore. As a result of these beatings, Dad didn't shed a tear when his father died and he was only 16 when it happened. I think it would really be a sad thing to be afraid of your parents.  

---A Senior girl.

SIX YEAR OLD MATURITY & THE THREE R's.

I think the first grade should be the basis for a child's education. If he gets started wrong then he is liable to be wrong all through school. If he has good habits in the first grade then they generally follow him through life.  

---Joe Turner.

During my first grade at Brooklyn I think I wasn't really up to par, even though the teacher passed me. During my year of the second grade the teacher asked me if I would like to go back to the first grade. Although I was embarrassed then, I think now that it has become a more common practice to hold first graders back because of their lack of physical control, and mental awareness of the things around them. Now I realize that going back to the first grade was one of the smartest moves that I and my mother ever made, concerning me.  

---Avery Fox.

This unit appealed to me especially because everyone should know how important it is and the reasons why so many teachers do not want the children to start school until they are a year older. Many a family would probably get along better and be happier if they would only learn more about child development and understand it before sending their children to school.  

---Dixie Dixon.
Instead of pushing a child ahead into second grade when he isn't ready to be pushed and maybe causing him to have an inferiority complex, I think it is better to hold him back a year in order to insure his future happiness.  

---Sara Price.

As a summary, comprehensive mental and physical tests should be given the prospective first-grader as a means of determining whether the child is mature enough for school. If this were done, there would be instilled in the child an inquisitive mind once the child begins his learning. Thus there would be fewer high-school drop-outs due to boredom and lack of interest in school plus more enrollment in college.  

---Pat Spence.

I realize it is going to be quite a job to get the parents to realize that some of their children just aren't ready for school yet but it is a job that is going to have to be done by somebody and I believe the high school students may as well be the ones to start it.  

---Chuck Shelton.

It has been shown that children who are not successful in school are more liable to quit school at Junior High level or before they graduate from high school. It is no use saving the parent's pride at the price of the child's well-being by letting the child begin school when it is neither physically or mentally able to do first grade work.  

---Jerry Young.

I feel that I have learned many important things in helping me to understand young children. I think this visitation should be extended throughout the United States, for I feel that it is a very essential part of being a good parent.  

---Sanny Heilner.
I didn't know at the start if this would be as great of a thing as everyone said....

A good start in school is like putting a nut on a bolt, if it doesn't fit or get started right something must break and it is always the child that will suffer. If he is started right he should run smooth all the way unless there is something to block his way.

Grade school is not just the foundation of learning it is the complete structure..... I believe it is alright to start school at six, but not like it is now but an advanced kindergarten. This will give the slow student a chance to catch up. ---Joe McEnroe.

I believe that some seniors should go to observe each year. I have learned a great deal in my observation and feel that it is very important that these youngsters get off to a good start at the beginning.

I hope they will continue these observations in future years. ---Roberta Long.

Children who were not mentally or physically mature to begin with are usually either extremely shy and quiet or very boisterous and boastful. They also seem to have a tendency to feel socially unsure of themselves. ---Carole Simonsen.

The unit on child development has appealed to me more than I had expected. ...I liked it very much and found out a lot of things that were done for small children and their environment. ---Thaoma Church.
OBSERVATION GUIDE
(Used by the Seniors while visiting first grades.)

Instruments of Evaluation.

TO SENIORS: Human behavior patterns can be studied by careful observation of young children. This is an opportunity to observe individual differences in children approximately six years of age, and how they meet their needs and solve their problems.

Name __________________________ School of Observation __________________________

I. INDIVIDUAL DIFFERENCES. (Circle Yes, or No, or ? if you are uncertain.)
(Jot down any questions you may wish to ask at a later discussion period.)

1. Are some children more active than others? Yes No ?

2. Are some more friendly than others? Yes No ?

3. Are some more independent than others? Yes No ?

4. Is there a wide difference in size? Yes No ?

5. Can you observe both a small and a large child, both of whom show ability and leadership qualities? Yes No ?

6. Do the children seem sensitive to teacher's praise or disapproval? Yes No ?

7. Do you see any signs of boys or girls seeming conscious of whether they belong to one sex or the other? Yes No ?

8. Do these children play mostly in groups at recess? Yes No ?

9. Can you see that they have learned a great deal in reading and writing? Yes No ?

10. Are differences in skill in reading observable? Yes No ?
11. Do some show more talent than others in drawing or writing? Yes No ?

12. Can you see that some need more encouragement or urging to work than others? Yes No ?

OBSERVATION GUIDE

Section II

II. Did you observe the following traits in some or most of the children? (Circle letter which best indicates the degree of the trait as you observed it.)

1. Ability to listen to and carry out lesson assignment.

2. Showing satisfaction in work well done.

3. Meeting a difficulty in work or play constructively and successfully.

4. Cooperating with classmates and teacher in activities in the group.

5. Displaying qualities of leadership and helpfulness in the group.

6. Seeming to feel sure and confident of themselves.
III. Did you find evidences of these traits in any of the children?

For example, anyone who showed:


IV. Single out any child in the room and try to tell how or why that child appeals to you for whatever reason.
POST-QUESTIONNAIRE

Sections I and II.

Name ________________________________

We would like to have you answer these questions. Please circle the letter which seems closest to your choice of answer, as: (b)

Section I.

1. Did you find first graders varying greatly in size?
   (a.) Yes, they varied greatly.
   b. I did not notice.
   c. No, they are nearly alike in size.

2. Were the most mature, grown-up acting children the tallest and heaviest children?
   a. Yes, I thought the biggest children were the most grown-up acting.
   b. I am not sure.
   (c.) No, I think there was little relationship.

3. Were masculine-feminine traits already evident in the behavior of first graders?
   a. No, I did not think so.
   b. I am not sure.
   (c.) Yes, they are evident even in six year olds.

4. Were the children of this age very conscious of whether they were boys or girls?
   (a.) No, they do not think about belonging to one sex or the other.
   b. I am not sure.
   c. Yes, they are self-conscious about their sex.

5. Did you find that the skill of first graders in reading is pretty much the same?
   a. Yes, they read with about the same skill.
   b. I am not sure.
   (c.) No, there are great differences in reading skill.

6. Are first graders able to draw or paint what they wish to express?
   a. No, they were not able to express their ideas.
   b. I did not observe.
   (c.) Yes, they are able to express to their own satisfaction.
7. Are first graders too young for us to observe any talents they may have?
   a. Yes, I think they are too young.
   b. I am not sure.
   (c.) No, some of their talents may be observed at six years of age.

8. Do first graders work mostly as individuals instead of in groups?
   a. Yes, they do work as separate individuals.
   b. I am not sure.
   (c.) No, they prefer to work in groups.

9. Do most six year olds need constant urging to keep them working at their lessons?
   a. Yes, teachers must urge most of them to stay at work.
   b. I am not sure.
   (c.) No, most of them do not need urging and constant reminders.

10. Did most of the children go ahead on jobs to complections?
    (a.) Yes, they stayed with their assigned jobs and finished.
    b. I am not sure.
    c. No, they did not work without urging.

11. Do teachers use play to achieve a particular purpose?
    a. Play was used only for rest and relaxation.
    b. I am not sure.
    (c.) Play was sometimes used as a teaching device for learning.

12. Were all first graders eager to learn and interested in the lessons?
    a. Yes, they were all interested and eager.
    b. I am not sure.
    (c.) No, there was a wide difference in interest and eagerness.

13. Could you detect marked differences in muscular coordination and control in members of the class?
    a. No, only slight differences were observable.
    b. I did not notice.
    (c.) Yes, a great difference was observable.

14. Could the children given close attention for longer period of time than 10 or 15 minutes?
    a. Yes, they gave close attention for more than 10 minutes.
    b. I am not sure.
    (c.) No, they cannot give attention for more than 10 minutes.

15. Did there seem to be any relation between size and school success of the children?
    (a.) No, I did not think size is at all related to school success.
    b. I am not sure.
    c. Yes, I think size has a relation to school success.
16. Did you think much academic school learning is achieved in the first grade? (Reading, writing, and arithmetic.)
   a. No, they were getting very little such learning in the first grade.
   b. I am not sure.
   (c.) Yes, a great deal of those learnings are achieved in first grade.

Section II. (Circle the letter preceding the answer you choose.)
1. Did you think the children played more in groups than as individuals?
   (a.) Yes, I think they played more in groups.
   b. I am not sure.
   c. No, I think they played as individuals.

2. Did any of the children show qualities of leadership?
   (a.) Yes, I thought I observed qualities of leadership.
   b. I am not sure.
   c. No, I do not think qualities of leadership were observable.

3. Did you find most of the first graders independent and self-confident, instead of shy and uncertain?
   a. No, most of them seemed shy and uncertain of themselves.
   b. I am not sure.
   (c.) Yes, most of them were independent and self-confident.

4. Were most of them friendly instead of reserved with the seniors?
   (a.) Yes, they were almost all friendly.
   b. I am not sure.
   c. No, they showed no friendliness.

5. Did the personalities of the children seem to be well established?
   a. No, I do not think established personalities were observable.
   b. I am not sure.
   (c.) Yes, I thought they showed definite, distinct personalities.

6. Did the children seem sensitive to the opinion of their teacher?
   (a.) Yes, I thought they responded as though they were sensitive and cared.
   b. I am not sure.
   c. No, I do not think they were sensitive to her opinions.

7. Did they seem sensitive to the opinions of other children?
   a. No, I did not observe evidences of sensitivity to other children.
   b. I am not sure.
   (c.) Yes, I think they are sensitive to the opinions of other children.
8. Do you think children care a great deal to please adults?
   a. No, I do not think they do.
   b. I am not sure.
   (c.) Yes, I think they are and will try to please adults.

9. Generally speaking, is punishment likely to be more effective
   than praise in controlling and teaching little children?
   a. Yes, I think punishment is more successful with little
      children.
   b. I am not sure.
   (c.) No, I think praise is more successful.

10. Did you find that much supervision on playground was necessary
    to prevent fighting among six year olds?
    a. Yes, constant supervision was necessary to prevent fighting.
    b. I am not sure.
    (c.) No, there was little tendency to fight and little super-
        vision was needed.

11. Do you now think much social learning (cooperation, taking
    turns, getting along with others) is achieved in the first
    grade?
    (a.) Yes, a great deal of such attitudes are learned in first
        grade.
    b. I am not sure.
    c. No, these cannot be learned until a child is older.

12. Do you think school attitudes are established in the first
    grade?
    a. No, not until a child goes to school for many years.
    b. I am not sure.
    (c.) Yes, they are established early in school life.
POST-QUESTIONNAIRE

Section III.

1. Do you think it is important for both men and women to learn to understand children?
   a. Yes, I think both should learn.
   b. I am not sure.
   c. No, Only women need to learn.

2. Did you feel embarrassed or uncomfortable with the children during the visiting hours?
   a. No, I did not feel embarrassed or uncomfortable.
   b. Only slightly so.
   c. Yes, I did feel uncomfortable around the children.

3. Do you think the most active, noisy child is likely to be the most self-confident and best adjusted child?
   a. Yes, I think the best adjusted child would be most active and noisy.
   b. I am not sure.
   c. No, he is not likely to be the most noisy.

4. Do you now understand some of the factors that help make a child feel self-confident, well-accepted, with a sense of "belonging"?
   a. Yes, I think I now understand some of these.
   b. I know only vaguely.
   c. No, I do not understand how a child is helped to have such self-confidence.

5. Do you think that watching little children at work or play helps a high school student to understand himself better?
   a. Yes, I believe it can help self-understanding.
   b. It seems doubtful.
   c. I do not think it could help self-understanding.
POST-QUESTIONNAIRE

Section IV.

1. I believe I am now more interested in little children and their development.
   a. Yes, considerably.
   b. Somewhat.
   c. Not changed at all.

2. The study and discussion have added to my understanding of child behavior.
   a. Yes, considerably.
   b. Somewhat.
   c. Not changed at all.

3. The observation and the unit made me more conscious of the needs of children.
   a. Yes considerably.
   b. Somewhat.
   c. Not changed at all.

4. These studies have given me a better realization of the wide individual differences in children of approximately the same age.
   a. Yes, considerably.
   b. Somewhat.
   c. Not changed at all.

5. I understand better what immaturity in a six year old means in relation to his chance of success in the first grade.
   a. Yes considerably.
   b. Somewhat.
   c. Not changed at all.
TEST: WHAT SHOULD PARENTS DO?

Directions: Mark two or more of these suggested ways parents might best meet the problem in child training described in each instance. Circle the letter in front of your selections.

1. If a child says "I don't like to go to school", the parents should:
   a. Do nothing except insist that he must go to school.
   b. Call on the teacher to get help in understanding it.
   c. Blame the school and teacher and sympathize with the child, but still insist on attendance.
   d. Check child's health and vision and hearing.
   e. Seek to interest child in school by showing more interest in him.

2. If a child steals money, the parents should:
   a. Lecture and threaten the child to prevent a recurrence.
   b. Look for reasons the child wants money.
   c. Supply ways to earn money and teach meaning and use of money.
   d. Give child added love and attention (recognition) to increase feeling of being loved and "belonging".
   e. Explain the importance of respecting proper rights.

3. If a first grader seems abnormally aggressive, looking for a fight, hitting, or slapping, the parents should:
   a. Study home attitudes to discover causes.
   b. Talk with teacher and work out a corrective program.
   c. Defend his behavior by making excuses.
   d. Punish the child and keep him away from playmates.
   e. Give more time and affection to him.

4. If a child, small for his age, is "picked on" by classmates, the parents should:
   a. Stick up for him by blaming other children.
   b. Invite children into their home often to play, with supervision.
   c. Reason with the playmates in an effort to get them to treat the child better.
   d. Teach the child to fight back and resist the tormenting.
   e. Evaluate their own attitudes toward other people.

5. If a child comes in often from play, crying and tattling, parents should:
   a. Reprove and punish the child.
   b. Show child more love than usual.
   c. Sympathize with child for feeling abused.
   d. Examine causes for child's inability to get along.
   e. Go to playmates and defend the child.
6. If a child were very shy and would not take part in games at school, the parents should:
   a. Give comfort and love in accepting that role as the child’s natural one.
   b. Tell teacher to push the child forward in group situations as often as possible.
   c. Ask teacher to provide ways for child to get approval at school.
   d. Leave it to the school and do nothing.
   e. Build up child’s self-confidence and faith in self and others.

7. If a child brags and boasts at school and at home, parents should:
   a. Show more love for child and give him more attention.
   b. Do and say things to make him feel less superior.
   c. Study to find why he feels the need to boast.
   d. Tell his playmates and teacher to take the conceit out of him.
   e. Consult teacher to plan substitute satisfactions for child.

8. If a child seems fearful, timid and unhappy after a week or two in first grade, the parents should:
   a. Have a child guidance teacher study child to determine if child is ready to attend school.
   b. Talk with teacher to get suggestions for overcoming the unhappiness.
   c. Tell the child he will like it later and drop the matter.
   d. Blame the school and teacher and do nothing further.
   e. Go to school often with child to urge him along.

9. If a child asks his teacher “Where does a baby come from?”, the parents should want the teacher to:
   a. Say that the child should ask his parents.
   b. Tell him the correct answer briefly and frankly.
   c. Answer that he is too young to be told.
   d. Ignore the question and change the subject.
   e. Tell the parents of the question and agree on instruction procedure.

10. If a child were a large, healthy, first grader and was very slow in learning, the parents should:
    a. Drill and help him in evening sessions.
    b. Consult with child guidance teacher to determine whether an added year of development at home would be advised.
    c. Make the child feel that he could do better if he tried harder.
    d. Scold him and tell him he is lazy.
    e. Accept his rate of learning as being slower.
11. If a child were small and healthy, yet not doing good work in first grade, the parents should:
   a. Drill and help him in evening sessions.
   b. Tell him he could do better if he would just try harder.
   c. Ask child guidance teacher if another year at home would be advisable.
   d. Let the child feel that his teacher is the reason for his failure.
   e. Give him more assurance of their love and pride, regardless.

12. If a child were doing much better work than his classmates in school, parents should:
   a. Ask that the child skip a grade.
   b. Consult child guidance teacher to determine course of action.
   c. Tell others, within child's hearing, how smart child is.
   d. Try to avoid his being conceited by making slighting remarks.
   e. Help child develop hobbies and interests to fill his spare time.

13. If a child does not come home from school reasonably promptly, parents should:
   a. Punish the child every time it happens.
   b. Have parents think through their own attitudes.
   c. Explain the parents' worry and reason with the child.
   d. Warn him and then let the child miss going somewhere because he was late.
   e. Have treat ready each day and deny it on nights child does not come home promptly.

14. If a child of this age wets his clothes and the floor in school the parents should:
   a. Shame and punish him for it.
   b. Tell the teacher she should send him to toilet oftener.
   c. Have doctor examine and advise.
   d. Supply more love and praise than usual at home.
   e. Build up child's liking
   f. Investigate home situations leading to see what is making the child nervous.

15. If a child lies at school or at home, or play activities, parents should:
   a. Punish and shame him to train him better.
   b. Consult with teacher to plan ways to give child recognition and praise.
   c. Study to find causes behind the lying.
   d. Caress, love and praise child more at home.
   e. Explain the wrong of lying and agree on penalties for lying.
16. If a child hits and kicks or hurts others frequently, parents should:
   a. Use the same treatment on him, saying that now he knows how it feels.
   b. Check the causes in the home to see why the child is reacting aggressively to others.
   c. Punish him physically.
   d. Deprive him of social contacts until he can learn to be kind.
   e. Supply a great deal of extra love and praise and build up the child's high opinion of himself and his sense of belonging and being accepted by his parents.
BIBLIOGRAPHY


31. Thurstone, Louis Leon and E. J. Chave. The measurement of attitudes; a psychophysical method and some experiments with a scale for measuring attitude toward the church. Chicago, University of Chicago press 1931. 96p.

