TEACHER - PARENT COOPERATION AS A FACTOR IN ASSISTING THE CHILD TO ADJUST IN KINDERGARTEN

by

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TEACHER - PARENT COOPERATION AS A FACTOR IN
ASSISTING THE CHILD TO ADJUST IN KINDERGARTEN

CHAPTER I
INTRODUCTION

Definition of the Problem

Each year the kindergarten situation seems much the same. Teachers are faced with large groups of children entering school for the first time—children who may or may not readily adjust to this situation. Some may be too dependent to be able to care for their personal needs; others may be too submissive to participate or too aggressive to share; and others may be too antagonistic and unhappy to enjoy relationships with others. A large group of children ranging from the happy, well-adjusted to the troubled, maladjusted child with unsolved problems from one extreme to the other together for the first time in a school situation, presents a real problem. Hymes states,

It is not new for children to miss out. Even in peacetime some have too little love and comradeship, too little steadiness, too little peace of mind and calm, too little healthy give-and-take.

Nor is it new for children to get too much. Always some are over-controlled, over-protected, loaded with cares and demands. America is good to its children. But pre-war and post-war—today, yesterday, always—some children come from homes that are too strict, from
homes with too much tension in them, from homes too cold or too busy or too unsettled to be right for children.

These are the children who will forget their lessons. Some cannot pay attention; some have flaring tempers. These are the children who will tear up books or knock down blocks or pull other people's hair. They will fight more or talk back with a chip on their shoulders.

Some of these children may be bullies...cry-babies...loafers...dreamers...wrigglers...fidgeters...fighters...loud-mouths. War or no war, children who are troubled are like that. (26, pp.9-10)

With these disturbed individuals interfering with group harmony, progress toward a smoothly operating kindergarten program is hindered during the orientation period. Parents then suddenly become aware of these behavior problems and ask for help. Faced with this situation, one assumes that if parents were given some assistance before the child enters kindergarten the child's adjustment would be easier.

**Purpose of the Study**

Wills and Stegeman point to the fact that:

All of the understanding of laws, rules, and demands made upon him by his home are part of the child's equipment when he enters kindergarten. He brings also his fears, frustrations, habits, and memory of experiences of prekindergarten days. He uses these as guides for his behavior in kindergarten. (42, p. 31)
Langdon and Stout's studies (28, p. 65) of well-adjusted children strengthen the belief that rules and regulations, whether made by parents or by parents and children together, seem necessary to the acceptance of responsibilities in the home. School rules for school responsibilities will then be easily accepted by well-adjusted children.

Since a child's behavior guides come from the home, parents need some assistance in understanding and in setting up these guides for the purpose of producing wholesome experiences to aid the child in becoming an independent individual, so that adjusting to new environmental situations becomes a challenge. Then, when faced with kindergarten and thirty other children, he will happily become a group member, using these valuable home experiences for finding his rightful place. The purpose of this study then, is to collect, create, present, and evaluate functional materials for assisting parents in understanding and in setting up guides which will prepare the child for a satisfying kindergarten experience.

**Procedures**

However, before assisting parents in setting up these guides, preliminary steps were taken by first answering the following questions in Chapter Two, "Preschool Parental Guidance Methods":

1. What is preschool parental guidance?
2. What methods and techniques are effective for a parental guidance program?
3. Can one expect favorable reactions from children by parental group participation?
4. To what extent does a handbook assist in bringing about improvement with children whose parents participated in planned guidance?

In collecting and organizing guidance materials, three questions—what does a child need, what can a child do, and how can parents help a child—were used by the writer in developing a child development chart for the purpose of studying the child's needs. Then, from the chart's outline the handbook, How Can Parents Help a Child, was developed to aid parents and other guidance leaders in satisfying these needs. With these needs fulfilled the child is better equipped to meet and enjoy new experiences, and the parent has the comfortable feeling of knowing what to anticipate. When kindergarten time arrives, the child faces it armed with this wholesome background and soon becomes a happy, useful member of a large social group, helping to develop its daily program.

In presenting this material, methods and techniques applicable to the establishment of a parental guidance program were reviewed and appraised for the development of this problem. The writer found good methods and several techniques which had been used successfully and one handbook experiment which resulted in knowledge as to its value. Casey's method, (10, p. 54) placing a handbook in the hands of the parent for his information and use, did bring about favorable results in directing parental cooperation in teaching reading. In the area of
parental guidance under consideration here, the chart and handbook
which the writer developed for this study were used as techniques
from which a participating program was created to run parallel with
classroom guidance. As a measure of evaluating the results the
children were tested before and after this planned program with the
California Test of Personality - Primary Form A. Results from this
testing showed greater improvement with children whose mothers
participated in the program.

Scope of the Study

The data were secured by the writer, who served both the parent
group as guidance leader and the five-year old group as teacher. From
this vantage point, first-hand observations and quotations were
recorded from the mothers, teachers, and children of the Woodlawn
Elementary School of Portland, Oregon. The sequence of all data
secured follows this logical plan:

Introduction

Preschool Parental Guidance Methods

A Parental Guidance Program

Conclusions and Recommendations

Bibliography

Appendix
CHAPTER II
PRESCHOOL PARENTAL GUIDANCE METHODS

Definition of Terms

Parental Guidance is that area of Adult Education which provides an opportunity for parents to continue their own growth and development through the use of their varied experiences with the child and family. Its main concern is for the family as a whole, and its aims are in terms of adjustment to the changing social conditions with efforts focused upon ways and means of directing the family toward a more satisfactory social life. Since every individual learns through experiences, experiencing understanding as a means to wise living becomes the whole purpose of parental guidance. This area of Adult Education assumes no responsibility for a person with acute problems, but takes the position that those with whom it deals are able to anticipate and avoid these situations. Its purpose, then, is to direct the normal day-to-day life of persons who meet similar problems with their children, and its methods emphasize the group approach, encouraging the exchange of experiences among parents discussing these problems. (43, p. 214)

Preschool parental guidance will involve all methods used to establish a permissive relationship with the parent in understanding himself to a degree that he is able to take positive steps with family
situations. "Preschool" indicates the child from birth to elementary school age, and "method" the means applicable to the utilizing of parental experiences with emphasis placed upon the education of the parent himself. All such methods may be instructional, advisory, or suggestive assistance directed toward individual problems of the child and his family.

**Methods and Techniques**

What methods and techniques, then, are effective for a preschool guidance program? Our educational approach, the group method, (43, p. 214) provides the opportunity for the pooling of experiences by using the information and participating types of method, or a combination of the two. For the pooling of experiences, such forms might be the panel, round-table discussions, or structured conversation. But when the group seeks specific information, one form of the information type should be used, such as an isolated lecture, a demonstration, or one of the visual forms. Any of these used alone or in combination have much value when groups seek information. (41, pp. 793-795) Before any methodical approach can be activated toward an organized plan for preparing a child for kindergarten, an appropriate technique of studying children's needs must be decided upon. Such a technique must serve as a basis for the parental guidance program, which in this case must run parallel with kindergarten program in order to use this group of children for the
study. This will place parents, children, and teacher in a unique situation for working together. Suggested techniques might well be one of the following:

(1) Following agency-organized plans
(2) Observing and participating
(3) Studying achievement records
(4) Discussing test results
(5) Using charts and handbooks

The technique of following agency-organized plans always proves valuable, especially when they have been chosen by the group for a particular purpose. The E. C. Brown Trust (34) and the National Congress of Parents and Teachers (43, p. 301) are two of the many organizations that have designed such plans. The latter publishes its plan in a national magazine, organized for groups studying the preschool, the school age, or the adolescent child and supplements them with articles written by specialists in the child development field. The E. C. Brown Trust, through the film "Human Growth", teaches junior high school boys and girls the facts of human reproduction and growth. A policy set by that agency may well be used by others to inform parents first with a skilled leader who answers questions and leads discussion. Parents usually find themselves better equipped to assist with the education of their child, sometimes changing their attitudes toward sex education from unfavorable to favorable. (34, p. 9) These agency-designed plans may not answer all the needs of a group, but they will serve as a basis for some sound
guidance programs. For our study this technique will not answer since parents need to develop the whole plan to run parallel with classroom guidance.

Some colleges offer opportunities for improving parent-child relationships through the observation technique of studying children supplemented with information and participation. With this technique the parent may be given specific directions for observing his own child in the home, the schoolroom, or with a specialist. Within their own homes parents write daily anecdotal records, or use specific records, cards, or charts for checking the child's growth. In school, opportunities for observing the physical examination by a well trained teacher working with her group of children is likely to result in parental growth through experiencing. The schoolroom might also become a laboratory where parents study their child and the methods of an expert. Such a study made in San Diego, California (12, p. 12) illustrates this technique of schoolroom observation with parents informed as to the teacher's plan and approach. This follows the same policy used by E. C. Brown, namely, that parents be informed first, then secondly, help with the education of the child. The results of this study proved that children learn to adjust in school situations more rapidly when parents come prepared for the planned classroom observations. These observations were of value to small groups of parents, but these parents did not participate in the program planning.
The technique of "participation for education" offers another suggestion for studying children. This method might involve either a simple play-group or a highly complex cooperative nursery school, operating under the direction of a specialist skilled in the handling of adults and children. The simple preschool play-group, composed of five or six children, living within the block or immediate neighborhood, participating in play activities two or three times a week, under the direction of mothers, serves to fulfill some parents' needs. The Mt. Tabor Play Group, organized in December 1950, under the direction of the Portland Department of Adult Family Life Education, used this technique with satisfactory results. The complex cooperative nursery, also uses this same technique. They admit children between the ages of two and six years of age and is partially financed and directed by parents who participate in the teaching program. The school is housed in a commercial building and is staffed by a trained teacher. The parents of children in this school are interested in parent education, and cooperate to the fullest extent toward this objective. In this type of nursery, both observation and participation may consist of serving juice, of helping with school routines, of supervising creative materials, of reading stories, of assisting with music, of planning field trips, of doing custodial work, of repairing toys, or of doing secretarial work. The amount and quality of participation varies from school to school and from parent to parent, with values derived probably in direct ratio to the amount of time and effort parents
devote to the project. A "must" with this technique is attending both business and parent-education meetings. The latter includes a study group using the participation type of method and led by a trained leader. (21, p. 35) The Multnomah Cooperative Play School, which opened September 1948 in Multnomah, Oregon, and each Fall since has been filled to capacity, stands as one successful educational agency organized and operated by a group of parents following this plan. The school's needs afford a continued source of materials for the parental guidance program which begins each Fall with six in-service meetings held once a week to acquaint the new parents with the policy, technique of handling children, and plans of operating. Thereafter, monthly meetings for all parents enrolled and a workshop once or twice a school year for the repairing of equipment become a part of each parent's responsibility. With this type of participation, guidance needs are twofold: first, the need for instruction on understanding and operating such an enterprise; and second, that of satisfying the child's needs through participation. This participation for educational techniques provides many excellent opportunities for experiencing understanding before the child enters kindergarten. This study, however, using kindergarten children as subjects, seeks techniques which will provide parental guidance running parallel with classroom guidance.

The technique of studying children through achievement records, such as drawings, proves most interesting and will show developmental
progress, learning ability, and individuality. This study usually leads to the awareness of the dependency of the child on neuro-motor maturation and on the general developmental progress in eye-hand coordination, rather than on drawing experience. (16, p. 137)

Presented here are pictures which definitely show the progress of a five-year old child. These drawings were collected by the kindergarten teacher the first of each month. This interesting technique does show immaturities, which might indicate the need for guidance, but the task of relating them to the child's needs would prove too difficult for a beginning group wishing to plan a school year's program.

Test results and charts present still another way of securing interesting data for group participation, especially the study of personality. The California Test of Personality—Primary, Form A—a Profile of Personal and Social Adjustment, designed for kindergarten through the third grade, tests twelve areas of child develop-
ment which make excellent topics for group study. Some areas of adjustments on which the child is tested are self-reliance, sense of personal worth, sense of personal freedom, feeling of belonging, freedom from withdrawing tendencies, freedom from anti-social tendencies, family relations, school relations, and community relations. Test results will show a zig-zag profile ranging from 1 to 99, with the child excelling in some area—interesting to note, it might not be the area expected by the adult. Parents see what the child thinks at this specific time about his needs, and this is of utmost importance in understanding and setting up behavior guides for preparing the child for satisfying experiences.

Many kinds of charts are used for discovering individual needs, such as height and weight, amounts of certain foods needed daily, graphs on motor development, and Gesell's series of behavior profiles. But no appropriate chart was found for understanding and setting up behavior guides for the kindergarten child.

The handbook technique presents organized material for satisfy-needs and was used by Casey(10) in directing parental cooperation in the teaching of reading, illustrating the readiness of adults for planned programs in assisting with the problems of child and family life. Casey's study, where parents followed specific directions for assisting the child with reading, indicates that parents cooperate more effectively, and that children whose parents used the handbook showed greater improvement than children whose parents did not.
Casey's technique runs parallel with the schoolroom situation and presents interesting material for groups wishing to study reading through participation.

**A Chart for Understanding Needs**

The writer's interest in preparing the child for kindergarten was an area in which a chart for studying the child's basic needs was not found, and in order to assist parents in understanding and setting up home guides, creating one became the immediate problem. This chart must serve two primary functions when studying children; first, it must serve as a starting point by organizing the child's needs into a form illustrating the whole problematic picture; and second, it must serve as a readiness check list for parents in knowing when the five-year old is ready for kindergarten. Its philosophy was developed from Ribble's *Rights of Infants*. (35) In her introduction Ribble states that "parents have the task of directing consistently the primary behavior of the baby as it evolves from one task to the next", (35, p. 7) and if poor relationships exist during infancy then one might expect future personality disorders. (35, p. 109) The philosophy of the chart establishes that, with a particular kind of parent-child relationship, a child's needs are filled and he develops the readiness skills for his next developmental step. From this thinking three questions arise which serve as a framework for the chart's development when studying needs:
1. What does a child need?
2. What can the child do?
3. How can parents help the child?

In answer to the first question: Perhaps the most important need of any individual is that of affection. Bonney (5, pp. 78-87) in his study of social deviates, concludes that it is normal love behavior from two sides of the parental axis in millions of families which eventually results in individuals who are able to meet the problems of life with confidence and courage. The second need is that of controls administered by parents to help the child learn the right ways of behaving—to become self-controlled and self-directed. (12, pp. 40-41) The third need is for success, which the child must have until failure itself becomes a challenge. (7, pp. 445-447) These successes need to begin early with sleeping, eating, and eliminating problems which are definitely associated with certain parental attitudes and types of personality. (15, p. 711) Controls in regard to these beginning skills when handled by well-adjusted parents aid in fulfilling the last important need—success.

After defining the child's needs, the expected questions arise: What can the child do about affection, self-management, and success; or, How adequate is he in all situations? A group or individual may set up any number of generalizations concerning a specific age group which will serve as an educational means through which to work. The following were set up by the kindergarten teacher:
What can the child do about affection?  
Everything he is ready for—

- Takes all and gives little
- Shows affection in the voice
- Gives an affectionate hug
- Gives an affectionate smile
- Shows some sympathy
- Shows jealousy of parents

What can the child do about controls?
Everything he is ready for—

- Can listen or tell a story
- Can accept limitations
- Shows mother detachment
- Can make choices
- Respects the rights of others
- Sometimes uses words instead of force

What can the child do about his abilities?
Everything he is ready for—

- Can rest, run, walk, talk, and laugh
- Cares for his physical needs
- Goes on short errands
- Can be leader or follower
- Recognizes the needs of others
- Is a happy child

After surveying these generalizations the third question arises: How can parents help the child? The answer—Give him everything he needs, affection, controls, and success. Parents fulfill these needs by giving unconditional love, friendly guidance, and limited freedom.
How can parents help a child?  
Give him everything he needs.

Give unconditional love  
Through body warmth, voice, and look  
By letting him know he is wanted  
By letting him be himself  
By accepting him regardless of behavior

Give friendly guidance by  
Using a few well-chosen rules  
Taking part in family planning  
Caring for his physical needs  
Telling him when parents are wrong  
Giving praise and approval  
Using punishment when necessary  
Being consistent and patient

Give limited freedom with satisfactions for  
Exploring his environment  
Meeting children his own age  
Caring for pets  
Using creative materials  
Reading good books  
Listening while he talks

A Handbook for Satisfying Needs

The suggested ways of how parents can help the child by giving unconditional love, friendly guidance, and limited freedom were organized into the handbook, How Parents Can Help a Child. This booklet consists of cartoons illustrating these needs, a list of play materials and books for young children, selected short readings for parents, and a suggested list of films for group participation. All are used by parents and guidance leaders in understanding and in setting up behavior guides for satisfying these needs.
HOW CAN PARENTS HELP A CHILD PREPARE FOR KINDERGARTEN?
With a Particular Kind of Parent-Child Relationship, a Child's Needs Are Filled and He Has Developed the Necessary Readiness Skills for His Next Developmental Step.

A CHART TO AID PARENTS IN KNOWING WHEN A CHILD IS READY

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<tr>
<td>Everything</td>
<td>Everything he is ready for</td>
<td>Give him everything he needs</td>
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1. **AFFECTION**
   - Takes all and gives little
   - Shows affection in voice
   - Shows some sympathy
   - Shows jealousy of parents

   **from Mother**
   - Through body warmth, voice, look
   - By letting him know he is wanted
   - By accepting him regardless of behavior

   **Father**
   - By letting him be himself

   **Family**
   - By letting him be himself

   **Others**
   - By accepting him regardless of behavior

2. **CONTROLS**
   - Listens or tells a story
   - Accepts limitations
   - Shows mother detachment
   - Makes choices
   - Respects rights of others
   - Uses words instead of force

   **A. Physical Care**
   - Using a few well-chosen rules
   - Taking part in family planning
   - Caring for his physical needs
   - Telling when parents are wrong
   - Giving praise and approval
   - Using punishment when necessary
   - Being consistent and patient

   **B. Play**
   - Respects rights of others

   **How**
   - In using creative materials

3. **SUCCESS**
   - Eats, walks, talks
   - Cares for his physical needs
   - Goes on short errands
   - Recognizes needs of others
   - Is a happy child

   **With Self**
   - In exploring his environment
   - In meeting children his own age
   - In caring for pets

   **Others**
   - In using creative materials
   - In reading good books
Summary

This chart and handbook present a particular technique for understanding and satisfying the child's needs and are intended to be adequate for setting up a parental guidance program which will run parallel with the kindergarten program. The child, the parent, and the teacher working together consistently, sharing information and developing the plans for action, form a team for future adjustments. It is suggested, then, that the group method, using participation and information for exchanging experiences and clarifying concepts, together with the chart and handbook technique for studying children, presented to parents first, will serve the purpose of bringing about favorable reactions from children. We assume that this, in turn, will insure the family a more satisfactory social life and the school a well-adjusted child ready for assistance toward successful kindergarten living.
CHAPTER III

A PARENTAL GUIDANCE PROGRAM

A Concrete Form of Assistance

A parental guidance program indicates the use of a concrete form of assistance with suggestive materials, based upon parent-child relationships, to be used cooperatively by parents and teacher in preparing the child for satisfying experiences. Every parent sometimes needs assistance and if this assistance were given before the child enters kindergarten, his adjustment would be easier. Our educational approach, the group method using information and participation for clarifying concepts and exchanging experiences, makes possible this cooperative plan.

Handbooks, such as Welcome to Kindergarten, published by Portland Public Schools, Portland, Oregon (33) and Ways You Can Help Your Child with Reading, designed by Sally L. Casey, (10) formerly primary principal, Madison School, Albany, Oregon, are concrete forms which have proved successful in assisting the parent to meet his child's needs. Another possibility is the use of the handbook in setting up a parental guidance program, enabling parents to continue their own growth by studying children in new ways and in new situations so that when the child enters kindergarten both are anticipating another
In setting up a parental guidance program, running parallel with kindergarten guidance, a great deal of preliminary planning took place. Aid from the Department of Adult Family Life Education and the assurance of the cooperation of the principal, teachers, and local Parent Teacher Association leaders was the first step. At a spring conference the principal gave permission to use as measuring techniques, California Test of Personality, designed for testing personal and social adjustments, and the Pintner-Cunningham Primary tests. Then a conference with the Parent-Teacher study-group chairman, who would serve as leader of the parent group, resulted in a three-fold plan: (1) the topic for the first Fall meeting, the purpose of the study-group and the technique for studying children to be used; (2), a plan for keeping others informed by having one individual prepared to answer questions at all times; and (3), a plan for future guidance programs which called for the training of a future leader.

A Spring meeting was the beginning with a Kindergarten Round-up of children who would start to school in the Fall. The purpose of this meeting was to give practical information which would make the first days easier. This was introduced to the parents through the filmstrip, Your Child and Kindergarten, with specialists, such as the school nurse, the dental counselor, the principal, the traffic
supervisor, and the teacher answering questions. During coffee-hour parents visited among themselves and tentatively enrolled their children for Fall kindergarten. While parents were meeting, the children were having an enjoyable experience. A planned kindergarten program using the sound film, Black Bear Twins, and the book, The Big Brown Bear, as instructional materials, along with songs, rhythms, juice, and a few instructions concerning personal needs, was under the teacher's direction. With these two programs operating simultaneously, parents and children received a friendly introduction to school.

After Fall registration, parents received an invitation from the kindergarten teacher, the principal, and the Parent-Teachers study-group chairman to attend a meeting for the purpose of discussing plans for helping their kindergarten children. Forty parents responded, and thirty-three enrolled to participate in the guidance plan. With this number, the parents decided to have two groups in order to provide ample opportunity for free participation, meeting monthly, Tuesdays and Wednesdays, from 7:30 to 9:30 p.m. This plan was followed during the first four months. Then in anticipation that future meetings might follow the usual winter weather slump, a telephone survey resulted in the closing of one group. This proved satisfactory since parents who could not attend during this time came for personal conferences. An important and constant factor in the program, shown by the attendance record, was the continuation and participation of fourteen of the original thirty-three parents, who
attended six, seven, or eight meetings out of eight. Drop-outs were for such reasons as moving, having babies, working, or father's working hours, and being unable to secure a baby sitter. A few came one, two, or three times, but for an experiment, this did not seem sufficient as a basis for their inclusion in the group. An exception was one instance of a parent attending three meetings who came for fourteen conferences.

The children's group could not be established until the end of the term, because of the situation within the Woodlawn Elementary School boundary. The teacher enrolled 102 children and had to use a staggered plan for attending in order to provide opportunities for all to get a little more than a half year of kindergarten training. (33, p. 5) The experimental group was determined by the mothers who participated in the guidance program. Many moved away, others withdrew because of illness, and some did not have continuous assistance. In May, therefore, an analysis of the situation disclosed fourteen children whose parents sought help to the extent that they were included in the group. This was followed by a check to find fourteen whose parents sought no help at all. The majority of both groups seemed well-adjusted. However, there were two clinical cases, both boys; the quiet, non-aggressive boy falling into the control group, and the noisy, highly aggressive boy into the experimental group. Both mothers sought clinical guidance, but one sought additional help from our study-group. This no doubt influenced group behavior and growth,
but the estimate of the amount and kind were not the purpose of this paper. The groups were formed as a result of parental participation in the guidance program, and then were equated on the basis of the averages of the chronological age, height, weight, mental age, raw score and sex. Both groups consisted of seven boys and seven girls.

### Equating the Groups

<table>
<thead>
<tr>
<th>Groups</th>
<th>Chr. Age</th>
<th>Ht.</th>
<th>Wt.</th>
<th>M. A.</th>
<th>R. S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Con. G.</td>
<td>66 mo.</td>
<td>44</td>
<td>43</td>
<td>71</td>
<td>28</td>
</tr>
<tr>
<td>Exp. G.</td>
<td>65 mo.</td>
<td>44</td>
<td>44</td>
<td>73</td>
<td>29</td>
</tr>
</tbody>
</table>

who had the same schoolroom guidance with the teacher working quietly and enjoying especially the difficult problems. This pictures an experimental situation influenced by the increase of school population with lack of school facilities to meet their needs.

#### The Use of the Chart

At the first Fall meeting, the previously planned topic was presented. The purpose of a study-group was explained by the group's chairman, and the Child Development Chart was presented by the teacher as a way of studying children. Parents were cooperative and extremely interested in this plan, enthusiastically making suggestions from the Chart for the following guidance program:
Helping the Kindergarten Child

October - Organization of a Study-Group
What is the purpose of this group?
How may the Child Development Chart help?

November - Your Child and His Test Results
What are the needs of every child?
In what area does your child need help?

December - Choosing Books for the Young Child
How can books answer the child's need?
What rules are needed with books?
Reading to children (a demonstration)

January - Toys Purchased for Christmas
How do toys answer needs?
What rules are needed for toys?
What limits are needed with toys?

February - The Child and Creativeness
What guidance is needed to create?
What creative materials are best for your child?
How may one set limits with these materials?

March - The Emotional Needs of Parents and Children
(Guest speaker)

April - Your Child's Progress
Comparing Fall and Spring test results
To what do we owe this progress?
Of what value has participation been?

May - Children's Fears (Guest speaker)
Film Angry Boy

Using Test Results with the Group

With this planned program, the teacher's first move was testing all children. The California Personality Test was given individually by the teacher or a parent. When administered by the teacher, tests
were given in the schoolroom during the rest or play periods, but when tested by an informed parent the children were taken to another room. The Pintner-Cunningham Ability Test was given to groups of five children in the schoolroom around the teacher, while the remainder of her group visited another room.

The results of these tests were used for discussion materials at the November meeting, with parents seeing and discussing their child's answers. There could be no comparing of groups or individuals at this point, but parents were so interested in their own child's thinking that it was not mentioned. With the Personality Test, each child excelled in some one area, but—interesting to note—it was not always the area the parent assumed was best. This stimulated parents to come in many times during the year to see again their child's test, and to check their own thinking under the teacher's guidance with that of the Handbook. Why the child said "yes" or "no" to questions listed in the personality test was the parent's primary interest. At no time did the intelligence of the child become an issue.

The Use of the Handbook

The Handbook became one of a list of readings for parents as well as a source for selected books and play materials for children. It was used in the schoolroom by the teacher illustrating the rules to children, and at the study-group illustrating the needs of children. The guest speaker for the March meeting read the Handbook for
group orientation before presenting her information on emotional needs. The December topic, "Choosing Books for the Young Child", was led by the teacher who asked parents to bring and be prepared to discuss their child’s favorite. The teacher's suggestions, *The Runaway Bunny*, *Finders Keepers*, and *Let's Build* listed in the Handbook, illustrated the needs of children as defined in the Child Development Chart. After evaluating these books, the group listed the four following suggestions, which are in agreement with the Handbook, as ways parents could help a child:

1. Read to the child with enjoyment
2. Turn pages carefully
3. Return books to their proper place
4. A place for books on the child's level

There was mutual agreement that these four suggestions be demonstrated and encouraged the remainder of the year. Another use and perhaps a valuable one for future groups is using the opaque projector for focusing the group's attention on these needs, which are illustrated with cartoons.

Did using the Handbook and Chart in these ways bring about more improvement with the group having guidance than the one without? With the June retesting and the last study-group meeting with mothers, both control and experimental groups and their position became known. The control group was superior in personality adjustments in the beginning, but when retested in June, the progress made by the experimental group was found to be greater. This important change
indicates that the method of a planned program for mothers running parallel with kindergarten was successful enough to warrant more work in this area, since the size of the group and the lack of controls in the experiment were such limiting factors.

**Progress of the Experimental and Control Groups, Shown by the Percentile Rank of the October and June Results of The California Test of Personality**

<table>
<thead>
<tr>
<th>EXPERIMENTAL GROUP</th>
<th>PERCENTILE RANK</th>
<th>PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Oct. Test</td>
<td>June Test</td>
</tr>
<tr>
<td>Self Adjustment</td>
<td>50</td>
<td>75</td>
</tr>
<tr>
<td>Social Adjustment</td>
<td>65</td>
<td>80</td>
</tr>
<tr>
<td>Total Adjustment</td>
<td>60</td>
<td>80</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONTROL GROUP</th>
<th>PERCENTILE RANK</th>
<th>PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Oct. Test</td>
<td>June Test</td>
</tr>
<tr>
<td>Self Adjustment</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>Social Adjustment</td>
<td>70</td>
<td>75</td>
</tr>
<tr>
<td>Total Adjustment</td>
<td>65</td>
<td>75</td>
</tr>
</tbody>
</table>

Further results are revealed by analyzing the component parts of the Personality Test. The October test showed the control group superior in eight out of twelve areas, but with the June retesting the experimental group superior in nine out of eleven areas. In every area the experimental group made improvement, but the control group slipped back in nervous symptoms, freedom from anti-social tendencies, and family relations.

The children were amused and interested in the Pintner-Cunningham Test and cooperated fully in following directions. They
had no thought of stopping until they had finished. The results of this test were used to aid in equating the two groups since the main concern at the kindergarten level is personality adjustment.

At the end of the year comments from the mothers were accepted as evidence that learning did take place with the use of the handbook, and there was a definite need and desire for this type of education. The following were recorded by the secretary:

All meetings were of value. One was not enough.

I am more tolerant of my mother-in-law, but glad we do not live next door.

The last meeting seemed one of the best. Perhaps this is just a beginning.

I hope the first grade teacher is as interested in parent education as the kindergarten teacher has been. I enjoy knowing first hand my child's reactions with his group.

I want to volunteer now, for any help a leader might need with a group next year.

A group next year is a must for me, since it is most of my social life.

Next year I'd like something else as well as child development, but not square dancing.

Summary

These results seem to indicate that a parental guidance program planned by mothers and teacher with the use of the Chart and Handbook for understanding and setting up behavior guides seemed to have
enabled mothers to assist more effectively with the development of their child's growth in adjusting to the kindergarten situation. If what parents say may be accepted as a means of evaluation the program evidently created a desire for continuous parent education.
CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS

Statement of the Problem

Each year children enter kindergarten unprepared to meet and solve their personal problems when faced by a situation with many children in the same age-group. This large group, made up of both happy, well-adjusted and troubled, maladjusted children with unsolved problems, presents a real school problem.

With these disturbed individuals grouped together for the first time, the teacher faces many non-cooperatives during the orientation period. Parent, as well as teacher, becomes aware of this situation and wishes to help, so one assumes that if parents were given some preschool guidance the child's adjustment would be easier. This guidance, assisting the mother in understanding and setting up behavior guides for satisfying the child's need for affection, friendly guidance, and limited freedom, provides opportunities for continuing education through participation in a group planned program. Under a skilled leader, parents exchanged information and gained knowledge about the area in which they must make choices and plans in guiding today's child for tomorrow. For clarifying concepts and exchanging experiences, such methods as information and participation used alone
or in any combination have extensive value when groups seek guidance. The effective chart and handbook technique for planning a parental guidance program running parallel with schoolroom guidance was selected from the following techniques for assisting with this school problem:

(1) Following agency-organized plans
(2) Observing and participating
(3) Studying achievement records
(4) Discussing test results
(5) Using charts and handbooks

With the chart and handbook technique, results from the personality test appear to indicate that the group of children whose mothers participated in the guidance program made greater progress than the control group did.

**Statement of Conclusions**

From the experimental findings related to the assumption that if parents were given some guidance before the child enters kindergarten his adjustment would be easier, the following conclusions can be drawn:

1. The data presented in the Chart and Handbook for understanding and setting up behavior guides for satisfying the child's needs seem to have aided in bringing about favorable reactions in children.

2. An organized plan, developed cooperatively by mothers and teachers, using information and participation methods for clarifying
concepts and exchanging experiences, does seem to develop positive
mother-child-teacher relationships which stimulate children to work
more effectively insuring an easier adjustment to kindergarten.

3. Factors other than the Chart and Handbook evidently influ­
enced the difference in group progress. Among these were the
different teacher-child relationships, the children's response to
instructional materials and classroom methods used in seeking positive
adjustments, the presence of clinical cases which probably forced
some methods which might not otherwise have been used, the size of
the class, and the rapid changing of attitudes at this age level.

4. A technique for studying a particular age at a particular
time for a particular reason has some influence on adult interest and
participation.

From observational findings related to the methods encouraging
the exchange of experiences as a means to wise living, the following
conclusions can be drawn:

1. Group guidance may lessen or increase the conference
method. Mothers with common problems found satisfactions through
group participation, while others were stimulated to the degree of
seeking additional guidance through a conference.

2. Mothers are interested in new ways of working with children,
especially discussing the child's response to personality tests.

3. A gradual development of personal relationships takes place
in repeated group participation which helps the mother in fulfilling
some of her needs.

4. The relationships developed through an organized program of mother-teacher participation serve as a foundation for keeping parents informed on current school problems.

5. The leader's satisfactions were so great that she sought greater responsibility from the Parent-Teacher Association.

6. With the Handbook, guest speakers become informed as to the group's plan for identifying the child's needs and the suggested ways for satisfying them. Speakers are then in a better position to give the specific information.

From self-appraisal related to this experience, the teaching has provided an opportunity for studying in a unique situation; that of bringing together the thinking of a child, his mother, and his teacher to a better understanding concerning individual needs.

Recommendations and Limitations

After the above conclusions the following recommendations are suggested:

1. All methods and techniques of studying children need more scientific study.

2. Another study of the Chart and Handbook techniques be made in a more normal situation with the following suggestions used as guides:

   a. Use a normal schoolroom set up, where children
attend school the full year, with skilled assistance in the testing program.

b. Set up the experimental group in one school and the control group in another with both groups attending the same school session.

c. Compile data from several small groups to compute correlation.

d. Use teachers with positive attitudes toward parent education, so that a permissive relationship is established for maximum parent participation.

e. Establish no parent group larger than 25, since group participation lessens as the group becomes larger.

f. Encourage teachers, regardless of grade, to take some active part with parents in study-groups.
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APPENDIX A.

HOW CAN PARENTS HELP A CHILD? A HANDBOOK
How Can PARENTS Help a Child?

By Violet McMurtrey
Kindergarten Teacher
Woodlawn School Portland, Oregon
This book illustrates the child's need for affection, friendly guidance and limited freedom. With suggestions for satisfying these needs through participation, it will aid parents and other guidance leaders in understanding and satisfying these needs.
How Can Parents Help a Child?

Parents Can Give Affection. A child needs a balance of parental love from two parents. It must be genuine and given with no strings attached. It must be consistent and frequent for independence. The child absorbs that love until he is in a position to give.

Understanding and love from parents
How Can Parents Help a Child?

Parents Can Show Affection

Through body warmth, voice, and look
By letting him know he is wanted
By letting him be himself
By accepting him regardless of behavior

Cuddle and Croon
Parents Give Affection Through Body Warmth, Voice and Look. Showing love by visible forms develops a closeness that creates a foundation for security. All affectionate contacts build a parent-child relationship that makes future difficulties easier. Parents continue developing their own security by growing with each child toward a better understanding of self in relationship with others.

A loving pat

Ride piggy-back
Parents can give affection by letting the child know he is wanted. He needs to feel important because he is your child. Pride in parent, family, and home grows; the feeling of belongingness increases, and cooperation begins. As a family member he gives happiness by taking his place. He gives as well as receives and needs to know this. Let him know he is wanted.

Put your arm around his neck and pull him in.
Parents give affection by letting the child be himself. Love him because he is what he is, and be thankful he is different. He may need more loving, or less loving— he may need less of its visible fortune, but knowing him, you will know the amount and ways to give. Let him know he is liked for what he is, and not for what we would want him to be. This is hard, but love grows, with accepting the limitations and contributions of each family member.

An individual in his own right.
Parents Give Affection by Accepting the Child Regardless of Behavior. Growing sometimes is difficult. The child's behavior tells you he does not understand. He needs your love for support. Give freely, using its visible forms, feeling as he feels, and saying it aloud. Each will gain from these trying experiences and growth in the right direction is appreciated for its true worth. Parents see what happens.

Listen - feel as he feels
Say it aloud - see what happens.
How Can Parents Help a Child?

Parents Can Give Friendly Guidance By

- Using a few well-chosen rules
- Participating in family planning
- Caring for the physical needs
- Telling them when parents are wrong
- Giving praise and approval
- Using punishment when necessary
- Being consistent and patient

Stop. Look both ways. Walk with the green light.
How can Parents Help a Child?

A wise parent gives friendly guidance. Children need to learn the "right" and "wrong" accepted by society. They need to "know how" and "know why." They need to learn "right attitudes," and to respect the rights of others. "Success" and "failure" are important, and loving parents see that his successes, just as well his failures. Guidance, then, is sound.

Pick up toys when finished.
Parents give guidance by letting the child take part in family planning. A child thinks and plans, and should be a part when planning family tasks. Stacking newspapers, washing dishes, and dusting could be his contributions to the family's orderly daily living. Telling him "how" and "why," then giving approval and honest praise is guidance toward responsibility.

Enjoying a family task
Parents can give guidance by using a few well-chosen rules. Children are eager and ready to learn the right things when they need answers. Their first lesson in "attitudes" toward good habits in eating, sleeping, cleanliness, and safety are directed by parents toward independence. The growing knowledge that this he can do without the aid of another stimulates him to move further into the area of independence.

Wash the easy way.
Parents give guidance by caring for the physical needs. Watch, listen, and work consistently with love and affection; giving praise for success and sympathy for failure. Some of these learnings take four or five years, but with continuous guidance the accepted ways become a part of daily living. The parent's responsibility is one of understanding and guiding the child when their needs arise.

Rolling dough makes muscles grow.
Sound guidance is given by telling the child when parents are wrong. Parents make mistakes, and the child needs to know this. His failure will be easier and he will try again with more zeal. He learns to respect the abilities of others when he is wrong. Children need parents who make mistakes and parents need to grow with each child in the rightness and wrongness of situations, becoming a more mature individual themselves.

Correct mistakes say
"I'm sorry, I thought you were pulling out my linens."
A Good Parent May Need to Use Punishment When the Child's Behavior Cannot be Accepted. Some of today's methods are taking away privileges, isolation, rewards, threats, and spankings. There are limits to all, but parents learn by experience the ones which work best with a particular child in a particular situation. The child expects and needs control, so use one method without hesitation—then give continuous guidance when the atmosphere is conducive to learning.

I hit. Now I sit.
Parents need to be cooperative and consistent in whatever steps have been decided upon in guiding the child. Children learn the accepted ways quicker and (with less frustration) if parents are teamed up on the same side.

Parents are leaders of a team.
How Can Parents Help a Child?

Parents Can Give Limited Freedom

- In exploring his environment
- In meeting children his own age
- In caring for pets
- In using creative materials
- In reading good books
- In listening while he talks

Growth changes limits
Parents need to set limits for children. The child should learn how far he can go without infringing on the rights of others. Limits for one child in the family will not apply to another child. Limits for one family in the neighborhood will not apply to another family in the same neighborhood. Parents need to know and understand each child's needs and the family's needs in order to justify limits. Children grow and change—limits grow and change to fit his immediate needs.

All children need limits.
Parents give Limited Freedom in letting the Child Explore his Environment. Children want to know "what" and "why" and these questions should be answered by parents also seeking answers. Short trips to see with his own eyes, books from which he hears, and experimenting by touching and feeling are ways of answering their questions. The child should have some freedom for exploration, but "limits" for protection from things he does not understand and activities that are impossible for his participation. Parents set these "limits.

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Rain's wet! I'm dry!
Children need to play with others their own age with established limits such as number, time, place, what they may and may not do, set up by the understanding adult. The young child, within the security of these limits, continually adjusts his desires and plans to others his own age, thus learning to solve his own problems at his own level.

Together we ride.
Limited Care Gave Limited Freedom
in Letting the Child Care for Pete, then
he learned to "set limits" for another.
The pet needs a place of his own,
right food, and proper care; he
needs to learn what he can do, and
what he cannot do in this home. The
child learns to give guidance.

Eat and grow.
Children Need Creative Materials for Self-Expression and Self-Adjustment, and parents should provide these at the proper time. Clay, paint, hammer and nails, oatmeal boxes and blocks are a few tools young children use in creating. There are limits as to "where" and "how" to use these materials, and parents furnish this guidance. The latter materials provided for the child, the better his product of guidance is sound.

Clay for Creating
1. Make clay: 1/2 C. flour + 1 C. salt, + a few drops of coloring + water to form a ball.
2. Dough: Flour + water.
4. Wallpaper cleaning compositions.
5. Plasticine.

Characteristics of these materials:
1. No. 1 is colorful.
2. No. 2 is like mothers.
3. No. 3 may be fired for permanence.
4. No. 4 is cleanest.
5. No. 5 is always ready.
Parents are limited in freedom in the use of books with children. The young child's surroundings are limited, so the contents of his stories are limited with illustrations simple. Thus, give consistent guidance on to the care and use of books always providing a place where the child can put them away. This guidance and these limits always become a part of good family living.

Reading with enjoyment
Parents can have limited freedom by listening and watching their children to know how to help, to know his interest, to know what he is learning, to know his playmates, to know when to give praise and approval, and to know when and when not to. Thus listening and watching leads to understanding.
All parents want the best for their children, and this best cannot be reached by any one technique. Living the right way, understanding one's self in relationship with others, giving the child genuine love and affection, giving friendly guidance, setting limits for individuals, growing and achieving with each child, and accepting the limitations of all in the right direction.
Parents Do:

- establish a love that is sharing
- accept the child as he is
- guide and train for self-discipline
- give the child time for meditation
- set a wholesome example
- relax, be yourself, and enjoy your child
- something for your own enjoyment
- become progressively unneeded
- have faith in yourself
- remember that knowledge and insight will
- not prevent difficulties from arising
- set limits - the child should know what you
  expect
- be consistent and patient.

Parents Don't:

- substitute material things for love
- try to realign your life through your child
- force your child into maturity
- try to make a sunflower out of a violet
- demand the impossible for yourself or child
- rely on punishment to control your child
- give too many orders
- try to make your child grow
APPENDIX A

SUGGESTED MATERIALS FOR GUIDANCE

PLAY MATERIALS FOR THE PRESCHOOL CHILD

Climbing apparatus - ladders and boxes with boards
Boards for balancing and sliding
Boards for bouncing - 1 in. by 15 in. by 13 ft. (ash)
Small boards for hauling - 3/4 in. by 6 in. by 36 in.
Wheelbarrow or wagon for hauling
Small toys such as cars, airplanes, boats and trains
Baskets for picking up toys
Spools and cords for stringing
Dolls - rubber for bathing purposes
Doll clothing with large buttons and buttonholes
Doll bed large enough for the child to get in
Broom, dustpan, mop, and dustcloth
Laundry tub, ironing board, iron and clothespins
Dress-up clothes, - pocketbook, hats, gloves, and jewelry
Clay, crayons, easel, paintbrushes, paint and chalk
Blackboard and chalk
Musical instruments for rhythm - bells, sticks and drums
Nature specimens - fish, turtles, birds and plants
Scissors and colored paper and old magazines
Postcard collection
MUSIC FOR THE PRESCHOOL CHILD

Boesel, Ann S. SINGING WITH PETER AND PATSY. N.Y., Oxford Univ. Press, 1944. $2.00. Songs and pictures about children's activities and interests.


James, Phoebe. SONGS FOR RHYTHMIC EXPRESSIONS FOR KINDERGARTEN. Pacific Palisades, Calif. Phoebe James, Box 134. $1.50. Mail order only.


TWO SLEEPY FAMILY. Young People's Record. Simple tunes integrated into a charming story of a mother searching for a lullaby only the wind knows. Age 3-6.

LITTLE INDIAN DRUM. Young People's Record. Tall Hunter gives his son, Red Fox, a drum and teaches him how to use it. Interest and suspense encourage children to experiment with rhythms on drums. Age 4-6.


RHYTHMIC ACTIVITIES. Vol. I and III. Victor. Skipping, running, marches, horses, dwarfs, etc. Age 4-5.

RHYTHMIC EXPRESSIONS. Phoebe James Record. Animal Rhythms and Sound Effects. Pacific Palisades, California. Phoebe James, Box 134. $1.50. Mail order only.
BOOKS FOR PRESCHOOL CHILDREN


Brown, Margaret Wise. **WONDERFUL STORY BOOK.** N.Y., Simon & Schuster. Ages 4-7. $1.50. 42 stories and poems about animals, plants, nature and seasons.


Friskey and Evans. **CHICKEN LITTLE COUNTS TO TEN.** Chicago, Childrens Press. 19 . Ages 3-6. $1.00. Numbers.


**MY PICTURE DICTIONARY.** N.Y., Maxon Pub., 1949. Ages 4-7. 50¢. Words from the child's experience.

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Hymes, James L., Jr. THREE TO SIX - YOUR CHILD STARTS TO SCHOOL. N. Y., Public Affairs Committee, 22 E. 38th St., N. Y. 16, N. Y. 1950. Pamphlet No. 163. 20¢. Some characteristics and needs of children who are ready.


Wolf, Anna. Editor. WHEN CHILDREN ASK ABOUT SEX. N. Y., Child Study Association of America, Inc., 221 W. 57th St. N. Y. 19. 1946. 20¢. Some answers to sex questions which lead to a sound relationship.
YOUR CHILDREN’S SLEEP (sound; 23 minutes; rental $3.75) – British Information Service, 30 Rockefeller Plaza, N. Y. 29, N. Y. Explanation of what may be involved in sleep problems. Recommended for group discussion.

A CHILD WENT FORTH. (Sound; 20 minutes; rental $4.00) N. Y. Univ. Film Library. Children from 2–7 yrs. in a nursery camp with a well-planned program of eating, resting, and playing. Parents may realize what outdoor expeditions they might plan for their children.

FINGER PAINTING. (color; 2 reels; rental $6.00) N. Y. Univ. Film Library, 26 Washington Place, N. Y. 3, N. Y. Finger paint as a medium of expression. May help parents appreciate the "messy-play" stage in young children.

LET YOUR CHILD HELP YOU (sound; 10 minutes; rental $1.50.) N. Y. University Film Library, 26 Washington Place, New York 3, N. Y. Preschool children helping at home.

LIFE WITH BABY (sound; 20 minutes;) March of Time, 369 Lexington Ave., New York, N. Y. To help parents become more aware of the stages of growth, and stimulate them to observe children more closely.


MEETING THE EMOTIONAL NEEDS OF CHILDHOOD (sound; 3 reels;) N. Y. Univ. Film Library. Presents the need to be loved and wanted, to be valued for themselves, to feel they belong to their families. Good for discussion groups.
APPENDIX B.

EXPERIMENTAL DATA
TABLE I
PERCENTILE RANK OF THE EXPERIMENTAL GROUP AS SHOWN BY THE OCTOBER RESULTS OF THE CALIFORNIA TEST OF PERSONALITY

<table>
<thead>
<tr>
<th>COMPONENTS</th>
<th>Self Adjustment</th>
<th>Social Adjustment</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
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Aspects          Average  Percentile
Self Adjustment   34      50%
Social Adjustment 39      65%
Total Adjustment  73      60%
TABLE II
PERCENTILE RANK OF THE EXPERIMENTAL
GROUP AS SHOWN BY THE JUNE RESULTS OF THE
CALIFORNIA TEST OF PERSONALITY

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<td>c. Anti-social Tendencies</td>
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<td>b. Sense of Personal Worth</td>
<td>(freedom from)</td>
<td>d. Family Relations</td>
</tr>
<tr>
<td>c. Sense of Personal Freedom</td>
<td>e. School Relations</td>
<td>f. Community Relations</td>
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<td>d. Feeling of Belonging</td>
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<td>e. Withdrawing Tendencies</td>
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<td>(freedom from)</td>
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<td>f. Nervous Symptoms</td>
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<td>(freedom from)</td>
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Aspects Average Percentile
Self Adjustment 39 75%
Social Adjustment 42 80%
Total Adjustment 81 80%
### TABLE III

PERCENTILE RANK OF THE CONTROL GROUP
AS SHOWN BY THE OCTOBER RESULTS OF THE
CALIFORNIA TEST OF PERSONALITY

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<th>I. COMPONENTS</th>
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<tr>
<td>b. Sense of Personal Worth</td>
<td>b. Social Skills</td>
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<td>c. Anti-social Tendencies (freedom from)</td>
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<td>d. Family Relations</td>
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<tr>
<td>e. Withdrawing Tendencies (freedom from)</td>
<td>e. School Relations</td>
</tr>
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<td>f. Community Relations</td>
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Aspects | Average | Percentile |
---|---|---|
Self Adjustment | 36 | 60% |
Social Adjustment | 40 | 70% |
Total Adjustment | 76 | 65% |
**TABLE IV**

**PERCENTILE RANK OF THE CONTROL GROUP AS SHOWN BY THE JUNE RESULTS OF THE CALIFORNIA TEST OF PERSONALITY**

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<th>Self Adjustment</th>
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<td>b. Sense of Personal Worth</td>
<td>b. Social Skills</td>
</tr>
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<td>c. Sense of Personal Freedom</td>
<td>c. Anti-social Tendencies</td>
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<tr>
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<td>e. Withdrawing Tendencies</td>
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<tr>
<td>f. Nervous Symptoms</td>
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### TABLE V

**PROGRESS OF THE EXPERIMENTAL AND CONTROL GROUPS, SHOWN BY THE PERCENTILE RANK OF THE OCTOBER AND JUNE RESULTS OF THE CALIFORNIA TEST OF PERSONALITY**

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<th>PROGRESS</th>
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TABLE VI

AVERAGES OF THE COMPONENT PARTS OF THE EXPERIMENTAL AND CONTROL GROUPS IN THE OCTOBER AND JUNE RESULTS OF THE CALIFORNIA TEST OF PERSONALITY

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<td>Con. 64</td>
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<tr>
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<td>Con. 58</td>
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SOCIAL ADJUSTMENT

|              | Social Standards |              |
| Exp. 59      |                 | Exp. 59      |
| Con. 57      |                 | Con. 62      |
|              | Social Skills    |              |
| Exp. 66      |                 | Exp. 75      |
| Con. 64      |                 | Con. 70      |
|              | Anti-social Tendencies (freedom from) |
| Exp. 57      |                 | Exp. 74      |
| Con. 68      |                 | Con. 62      |
|              | Family Relations |
| Exp. 74      |                 | Exp. 78      |
| Con. 75      |                 | Con. 71      |
|              | School Relations |
| Exp. 56      |                 | Exp. 76      |
| Con. 64      |                 | Con. 69      |
|              | Community Relations |
| Exp. 62      |                 | Exp. 75      |
| Con. 60      |                 | Con. 75      |
TABLE VII
AVERAGES OF THE GENERAL MENTAL ABILITY OF THE
EXPERIMENTAL GROUP, AS SHOWN BY THE
PINTNER-CUNNINGHAM PRIMARY TEST
ADMINISTERED IN OCTOBER

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Av 65 30 76 73
### TABLE VIII

AVERAGES OF THE GENERAL MENTAL ABILITY OF THE CONTROL GROUP, AS SHOWN BY THE PINTNER-CUNNINGHAM PRIMARY TEST ADMINISTERED IN OCTOBER

<table>
<thead>
<tr>
<th>Pupil</th>
<th>Chr. Age</th>
<th>Raw Score</th>
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<p>| Av    | 66       | 29        | 78         | 71         |</p>
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