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A study concerned with the integration
of speech training with the social studies
program, to influence social adjustment

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BOSTON UNIVERSITY
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Thesis

A STUDY CONCERNED WITH THE INTEGRATION OF SPEECH
TRAINING WITH THE SOCIAL STUDIES PROGRAM,
TO INFLUENCE SOCIAL ADJUSTMENT

Submitted by

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In Partial Fulfillment of Requirements for
the Degree of Master of Education

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CHAPTER I

INTRODUCTION

Every year the teacher is confronted with a new class consisting of from 30 to 40 individuals. The aim of a teacher of the fifth grade is to teach independence and cooperative group work. Seemingly contradictory, these two aims are the basis of peaceful, satisfying living. Naturally, group work with its mutual planning, discussions, decisions, and activities, calls for oral communication of thought. And independence requires self-confidence and poise. These can best be developed through devices which encourage the child to participate in speaking activities and which provide successful speaking experiences.

Statement of the problem.-- This study is concerned with the integration of speech training with the social studies program, to influence social adjustment.

Justification.-- In the past 20 years, the focal point of even the most remote and backward classroom has changed from the teaching of subject matter to the development of the child. Arbuckle aptly states, "The subject of every teacher is human adjustment; his concern is the development and adjustment of the child."^{1/}

^{1/}Dugald Arbuckle, Teacher Counseling, Addison-Wesley Press Inc., Cambridge, Mass., 1950, p. 9.

"Advocates of all systems and goals in education agree on one thing: that education to be effective must result in a change in the behavior of the person educated," state Snyggs and Coombs ^{1/} in their book on Individual Behavior.

"A technique is a way of doing something, and language may be evaluated as a technique for accomplishing personality adjustment." ^{2/}

"Poise and self-confidence in speech can be developed through devices which encourages the child to participate in speech activities, and which provides successful speech experiences." ^{3/}

"The classroom will be a place of critical discussion and scientific evaluation.....Activity by the pupil rather than the teacher," ^{4/} is advised.

"Reflective thinking and problem solving are dependent upon clear ideas, which in turn merge only when language has become definite." ^{5/}

Such speech-provoking activity, recommended by so many,

1/Donald Snyggs and Arthur Coombs, Individual Behavior, Harper and Bros., New York, 1949, p. 206.

2/Wendell Johnson, People in Quandaries, Harper and Bros., New York, 1946, p. 269.

3/Wilbert Pronovost, Skills Instruction in Speech Work, Boston University, Boston, 1949, p. 2.

4/Dugald Arbuckle, Teacher Counseling, Addison-Wesley Press, Inc., Cambridge, Mass., 1950, p. 153-154.

5/Corvallis Public Schools, Curriculum Handbook (Gr. I-VI), Corvallis, Oregon, 1941, p. 23.

is that in which speaking by the children is naturally required in planning, conversing, exchanging ideas, building a program, carrying out planned ideas, doing activity work, and presenting the culminating program -- in short, the social studies program. Typical of the aims of the social studies planners is the statement from the Long Beach Schools in their unit on the Westward Movement: "Social studies units provide:

1. Opportunities for critical thinking
2. Opportunities for pupil participation as leaders and followers, and
3. Opportunities to develop the individual potentialities."^{1/}

The social studies topics are those which follow the natural interests of the child as he becomes aware of the country in which he lives. His ever-broadening horizons and his insatiable desire to know about real people who did exciting things form a spontaneous motivation. Used in the problem-solving method of teaching, the subject matter is readily directed into speech situations that provide successful experiences. With each satisfying experience there comes that feeling of accomplishment, of worth, of security, that is so necessary to the development of a well-adjusted child.

Thus it is that speech, used through necessity to carry on exciting classroom adventures, forms the solid foundation

^{1/}Long Beach Public Schools, Westward Movement, California, June, 1953, p. 1.

to social adjustment.

Scope.-- This study presents units for the fifth grade which integrate speech activities and the social studies in order to improve social adjustment. It includes an analysis of social adjustment and speech improvement in a specific fifth grade in Melrose, Massachusetts.

CHAPTER II

RELATED LITERATURE

From the earliest days the primary aim of learning in America was to make better, God-fearing, and law-abiding citizens. No less is the aim today, though stated in different language. The Evaluation Staff, working with Smith and Tyler on Appraising and Recording Student Progress, accepted certain basic assumptions. "In the first place, it was assumed that education is a process which seeks to change the behavior patterns of human beings."^{1/} And they indicated that educational objectives for purposes of evaluation should be stated in terms of behavior of students.

Agreeing with this premise, Zella Yates,^{2/} in the February, 1955, issue of Grade Teacher Magazine, said:

"School achievement should be evaluated according to the desires and abilities....Guidance provides an environment in which every child can grow into a socially desirable, happy and wholesome personality....We encourage him to develop traits of self-direction, self-control, and self-appraisal."

The New York States Regents Inquiry^{3/} defined the topic

1/Eugene Smith and Ralph Tyler, Appraising and Recording Student Progress, Harper and Bros., New York, 1942, p. 11.

2/Zella Yates, "Guidance in the Elementary Schools," Grade Teacher Magazine, (February, 1955), 72:56.

3/Leo Brueckner, et al, The Changing Elementary School Report of the Regents Inquiry, Inor Publishing Co., New York, 1939, p. 152.

in exact detail:

The principles of modern education are identical with the principles of mental hygiene. Both are directed toward cultivating self-confidence, self-respect, self-management, courage, the ability to take responsibility, the ability to overcome difficulties and to carry things out to completion; friendliness, sympathy, and a cooperation with others; the development and expression of affection, tolerance of differences, the sharing of experiences, the freer expression of initiative and creative ability and interests, freedom from stigma of guilt or shame, ability to acknowledge an occasional defect frankly, the honest facing of unpleasant realities, and a capacity for assuming and submitting to authority in a spirit of good will.

^{1/}
Ruth Strang advises:

"Any evaluation of the teacher's guidance should seek to answer these questions: 'What desirable changes are taking place in the student's attitudes, interests, and behavior?

Have students obtained a clearer picture of the finest kind of person they can become and are they moving in that direction?

Are their initiative and energy being increasingly released and used in wholesome, constructive activities -- in better academic work; in healthful leisure interests; in friendly outgoing relations with old and young, girls and boys?'"

The question arises as to whether guidance should be directed to all children or only to the problem child. The answer is that guidance should be preventive as well as therapeutic. "When problems do attract attention there may be need for the help of specialists."^{2/}

^{1/}Ruth Strang, The Role of the Teacher in Personal Work, Bureau of Publications, Teachers College, Columbia University, New York, 1946, p. 452.

^{2/}Zella Yates, "Guidance in the Elementary Schools," Grade Teacher Magazine (February, 1955), 72:83.

In the classroom there is always the problem of the non-participator. The subject matter or method used must be made to appeal and bring satisfying results to stir a feeling of success in him, to encourage him to use his abilities -- whatever they may be.

"The neurotic is mysterious because he is capable of acting yet he is unable to act and enjoy. -- As seen by the outside witness, the neurotic does not make use of the obvious opportunities for satisfaction which life offers him....The task (of teacher and parents) is to set favorable conditions of learning."^{1/}

Nathaniel Cantor states,

"The creative individual uses his tremendous drive positively for self-expression. The neurotic who also possesses powerful drive to be different, uses his will negatively to be unproductive, to be self-repressive."^{2/}.... By denying pupils sufficient opportunities to assert themselves self-expression is crippled."^{3/}

"Since such children are a part of every classroom, guidance in the elementary school is an integral part of the teaching and learning process."^{4/} Thus it becomes necessary to provide a program in which such training can take place. The speech training for all pupils has become a major goal because in it the communicative skills necessary to participate in a democracy are developed. John Pruis in his "Study of the Concepts Concerning General Speech Training in the Elementary

^{1/}Nathaniel Cantor, Dynamics of Learning, Foster and Stewart Publishing Corp., Buffalo, New York, 1946, p. 76.

^{2/}Ibid., p. 72.

^{3/}Ibid., p. 74.

^{4/}Zella Yates, op. cit., p. 83.

School," goes so far as to declare, "The continuance of democratic form of government is dependent upon an articulate citizenry....The personal speech habits of the child affect his personal adjustment now and in adult life."^{1/}

Dorothy Barry ^{2/} advocates the use of creative dramatics because these follow the child's natural instinct for play and can simulate real life situations and thereby aid in building good attitudes toward people and existing institutions in the child's environment. She says that the creative dramatics give an opportunity for emotional catharsis and make for an allowance for individual differences. Dramatics provide ample opportunity for development of poise and improvement of speech. Recognizing that speech is the foundation upon which child development is built, the teacher uses subject matter and play activities to promote personality improvement and social adjustment.

In a study of educational dramatic activities of the past 50 years, Harold Gould ^{3/} found that it functioned mainly in

^{1/}John Prujs, "A Study of Concepts Concerning General Speech Training in the Elementary Schools," PhD Thesis, Northwestern University, 1951, abstracted in Speech Monographs (June, 1952), 19:155.

^{2/}Dorothy Barry, "Creative Dramatics: Its Relationship to Speech Correction," MS Thesis, University of Wisconsin, 1951, abstracted in Speech Monographs (August, 1952), 19:200.

^{3/}Harold Gould, "The Function of Dramatic Activity in American Schools, Colleges, and Universities in the Twentieth Century," PhD Thesis, Cornell University, abstracted in Speech Monographs (August, 1954), 21:192-193.

five ways: (1) as an instrument of speech training; (2) as an instrument of knowing; (3) as an instrument of personality and character development; (4) as a sociological instrument; and (5) as an instrument to promote the welfare of the theatre art.

He explains:

"Dramatic activity both as an instrument of knowing and as an instrument of personality and character development grew out of the new educational psychology: learning through experience....Others found in it a way to develop and strengthen the faculties which enable the human being to know and make meaningful the world around him.

Dramatic activity as an instrument of personality and character growth developed two major objectives. One was to promote guidance to the unfolding personality, aiding it to achieve a mature emotional and intellectual balance. The second objective was to help remedy certain undesirable traits of personality or characteristic an individual might possess. This was accomplished by placing the emphasis on the various activities preliminary and surrounding the actual enactment of the play; the other centered attention on the creative process of enacting a specific role."

There is no part of the curriculum quite as popular with the students as participating in plays. With its popularity and desirability as an instrument of guidance, creative dramatics is a valuable phase of school life. But, while the creation of dramatic roles in the school can be stimulating, the training in the practical language skills are equally important, because they are of primary use in daily living. Upon the use of language the success of our life depends. There is no way of living as a part of the modern world without using language ourselves or interpreting the spoken or written messages of others. We are bombarded by language used in

every medium of sight and sound.

Mildred Dawson,^{1/} realizing the need of establishing language early in the grades, expresses this idea: "It is most important that the elementary school give the pupils the ability to talk well as often their future success is dependent upon their ability to speak well."

Enlarging on this topic of language, Norman McQuown^{2/} writes:

"Language most broadly conceived, may be said to include all the ways of behaving which serve to communicate with other persons and to reaffirm an individual's own integrity. Among these ways of behaving are stance, bodily movements, facial expressions, vocal movements, and speech."

It is through the unconscious mannerisms we express our personality. They enhance us or detract from us. They reveal our inner self to all the world. Therefore, they are to be closely observed and analysed by the teacher. Appropriate gestures give ease to the speaker and the improper use of them can readily become noticeable mannerisms that distract the listener. Recognition is taken of the need to provide for training all such mannerisms as well as teaching the techniques of expression by all grade school teachers.

The aims of the Language Programs of the Elementary

1/Mildred Dawson, Teaching Language in the Grades, World Book Co., Yonkers-on-Hudson, New York, 1951, pp. 41-43.

2/Norman McQuown, "Language Learning from an Anthropological Point of View," Elementary School Journal (March, 1954), 54:402.

Schools are stated in the Elementary School Journal as:

- "1. The ability to speak with poise and self-confidence
2. The ability to use voice and articulation so that speech will be heard easily, understood easily, and be acceptable in the community in which it is used
3. The ability to organize ideas in informal speaking situations
4. The ability to participate effectively in group discussions
5. The ability to read prose and poetry aloud in a manner that communicates the author's thought and mood."^{1/}

In trying to discover the best place in the curriculum to develop the complicated aims of the language program, Sarah Stout^{2/} sought the answer in a coordinated program. She tried to develop, through the medium of group discussion, a new and integrated course in communicative skills. She found that this integrated course enables the learners to acquire proficiency simultaneously in all language skills, and in addition to evince increased ability through critical thinking. That the course contributed to personal development, was demonstrated by the students' willingness to accept responsibility and by their ability to carry out a project effectively. The work activated initiative, self-direction, and power to meet intelligently the personal problems of living. The students acquired poise and self-possession which was reflected in more forceful, better personalities.

^{1/}Wilbert Pronovost, "A Coordinated Program for Teaching Effective Speaking," Elementary School Journal (September, 1950), 51:31.

^{2/}Sarah Stout, "A Course in Communicative Skills," abstracted in Speech Monographs (August, 1954), 21:225.

The need for the use of speech in daily life is readily acknowledged. But the need for speech training is slowly becoming more pronounced in the minds of educators. Its importance as a means of guidance is being recognized.

F. H. Rose,^{1/} in the Quarterly Journal of Speech, postulated the general conclusion that: "The educational program which includes speech training results in a greater decrease in neurotic tendency and to a greater increase in dominance than does the educational program which omits speech training."

Richard O'Connor,^{2/} in his thesis study, 1954, tells of the changes in fear reactions in the eleventh and twelfth grades due to speech training. His study concluded that students must be given speech training and experiences in order to overcome or lessen their fears toward speaking before groups. "In general, the results serve to emphasize the need for more speech training and speaking experiences for students at all levels so as to reduce fear toward the speaking situation."

John Dollard^{3/} calls language a "technique of thinking." Combining this with the study of the past, he states that people receive an enormous amount of social training. He says:

1/F. H. Rose, "Training in Speech and Changes in Personality," Quarterly Journal of Speech (April, 1940), 26:193-195.

2/Richard O'Connor, "Changes in Fear Reactions in the Eleventh and Twelfth Grades Due to Speech Training," Unpublished Master of Education Thesis, Boston University, 1954, p. 64.

3/John Dollard and Neal Miller, Personality and Psychotherapy, McGraw-Hill Book Co., New York, 1950, p. 116.

"Each new generation builds on the discoveries of past. This applies not only to material culture but also to the use of language and other techniques of thinking. People receive an enormous amount of social training in putting words and sentences together in ways that lead to adaptive solutions of problems. This social training also establishes drives, such as the motivation to be logical, which plays an important role in effective thinking."

In helping "People in Quandaries," Wendell Johnson ^{1/}

States that three steps of the scientific process are concerned primarily with the use of language. These are:

- "1. the asking of questions that guide the observation;
2. the reporting of the observations so as to answer the questions; and
3. the revising of beliefs or assumptions relevant to the answers obtained."

Then, he adds:

"The language of science is the better part of the method of science. Just so, the language of sanity is the better part of sanity. Of this language there are two chief things to be said -- it must be clear and it must be accurate or valid. And it must be used meaningfully."

Agreeing with him is Louis Kaplan ^{2/} in his article in the Elementary School Journal. He says:

"It is the obligation of the elementary school to further the development (of communication) by creating a variety of social situations which will encourage the children to exchange ideas and to express their experiences in words."

This most naturally can take place in a social studies unit work. "Many of the ideas gained in social studies classes

^{1/}Wendell Johnson, People in Quandaries, Harper and Bros., New York, 1946, p. 50.

^{2/}Louis Kaplan, "Modern Trends in Teaching Language Arts in the Elementary Schools," Elementary School Journal (May, 1948), 48:476-483.

are basic to understanding and making a good adjustment to the world of today and tomorrow," says Ruth Strang.^{1/} The work of the teacher of social studies is to provide an atmosphere in which learning becomes pleasurable, creative, and successful.

"A basic aspect of the teaching process became the creation of a climate so that self-growth was possible."^{2/}

The changing of the maladjusted child's picture of himself to a successful, well-loved member of society is the primary aim of the teacher. Miss Strang^{3/} elaborates:

"The environment may also be used as an instrument of guidance. The great natural therapeutic agents are work, play, love, and religion. An attitude of realistic, positive expectancy should prevail, an atmosphere of persons learning and growing day by day. Some of the most effective guidance takes place in connection with daily activities. The environment may be changed so that the individual can more easily cope with it. Or experiences may be provided from which the individual can choose those that best meet his needs. In general, the role of the teacher is to make lovable those things that ought to be loved."

Teachers of the elementary grades work with these principles and strive to incorporate them in their teaching. Typical of aims of the schools of the whole nation are those stated by Salt Lake City.^{4/} This system lists its aims as:

^{1/}Ruth Strang, The Role of the Teacher in Personal Work, Bureau of Publications, Teachers College, Columbia University, 1946, p. 143.

^{2/}Prescott Lecky, Self-Consistency, a Theory of Personality, Island Press Cooperative, New York, 1945, p. 126.

^{3/}Ruth Strang, op. cit., p. 35.

^{4/}The Board of Education, Curriculum Foundations, Salt Lake City, 1944, pp. 9-21.

"The purpose of the Public Schools of Salt Lake City is to provide such educational experiences as will develop in youth:

1. A deep and abiding faith in democracy as a social ideal of life, and a willingness to accept responsibilities of an informed and active citizenship.
2. A personality which is well adjusted emotionally.
3. A pattern of moral values which is conducive to ethical conduct.
4. A command of social graces and a desire to use them.
5. Unique powers of creative expression.
6. Understanding of significant generalization regarding man's environment -- both natural and social.
7. Ability to think clearly and critically.
8. An effective command of basic study skills.
9. The ability to make satisfactory social and economic adjustment in home and community relationship."

All of those accomplishments are basic to a well-adjusted citizen of our country. To these aims is the teaching of the elementary schools devoted.

CHAPTER III

PROCEDURE

Identification.-- For the purpose of this study one of the fifth grades of the Franklin School, in Melrose, Massachusetts, was used. The class was composed of 16 boys and 16 girls who just happened to be assigned to that classroom. The individual problems that presented themselves to the teacher suggested this procedure.

Analysis of behavior problems through anecdotal records.-- Study was made of the regular life cards with their addresses, family data, and school records and the physical record cards. Notes were written from personal observation by the teacher. Special notice was taken of signs of fatigue, restlessness, aggressiveness, withdrawal, use of meaningless gestures, posture, tension, tone of voice, talkativeness, undue silence, and interference with speech. John Dollard ^{1/} terms these as signs of fear, adding also loss of appetite, insomnia, and nightmares. These latter were checked on in conferences with parents or in incidental conversations with the pupil. Habits of work, attitude toward school, attitude toward authority, and ability to get along in the group both

^{1/}John Dollard and Neal Miller, Personality and Psychotherapy, McGraw-Hill Book Co., New York, 1950, p. 77.

at work and play were studied. Changes were recorded as they became evident.

Situations were provided in which the opportunity for desired success within the limits of the individual could be met. Careful watch was kept to see if the desired results were obtained.

Planning the course of study.-- The Melrose Social Studies Course determined the essential steps in carrying out the unit activity method. These are:

1. A recognition of the problem
2. An outlining of the steps and distribution of them among the class
3. An acceptance of the task (participation in the work)
4. A period of research and study
5. A conference time for reports and judgment within the group
6. The putting of the whole together
7. The use of the activity (sharing with others)
8. A clearing away period

The material of the fifth grade social studies course has generally been accepted throughout the country as the study of our own nation. A typical outline is as follows:

- I. The United States at Present
 1. A trip across the U.S.
 2. Historical and geographical places of interest
- II. The Original Nation
 1. Explorers
 2. Colonization

- 3. Claims of other nations
- 4. Birth of a new nation
 - a. Revolutionary period
 - b. Organization of government
 - c. Improvement of communication and transportation
 - d. Establishment of a satisfactory money system

III. Westward Growth

- 1. Advantages of remaining on the coast
- 2. Difficulties of the pioneers
- 3. New purchases

IV. Exploration and Development

V. New Problems within America

- 1. Slavery
- 2. Reconstruction
- 3. Industrial growth

VI. Our Possessions

- 1. Alaska
- 2. Island possessions
- 3. Panama Canal

VII. Modern Explorers

VIII. Awareness of Present-Day Problems

Speech needs.-- According to Carrie Rasmussen ^{1/} in
Speech Methods in the Elementary Schools,

"Speech Is the Blending of These Elements:

- 1. Thought -- mental processes
- 2. Language -- moulding of thought and feelings into words
- 3. Voice -- carrying thought and words through vocal sounds to someone else
- 4. Action -- bodily stance
- 5. Listening."

Speech is the communication of ideas. In order to develop a social studies program, a child needs these abilities:

1/Carrie Rasmussen, Speech Methods in the Elementary Schools,
 Ronald Press Co., New York, 1949, p. 8.

1. To take part in a discussion
2. To ask intelligent questions
3. To organize the questions under topics
4. To listen thoughtfully
5. To make and give reports
6. To be a good leader and a good follower
7. To summarize
8. To generalize
9. To make and accept suggestions for solution of problems
10. To evaluate
11. To organize a culminating activity
12. To present a coherent activity

These aims of speech and social studies were combined to provide unit work where productive, satisfying learning could be enjoyed in a relaxed atmosphere, with the major emphasis by the teacher focused on social adjustment.

Time allotments of units.-- The first unit, on "The United States at Present," was devoted to teaching the skills needed in research. Six weeks were allotted.

"The Explorers Unit" required research and writing of reports -- three weeks.

"Colonization" involved pupil-led committee work -- seven weeks.

"Birth of a New Nation" developed independence in that the child worked alone on research and reported his findings

in order to contribute something of value to the class as a whole -- six weeks.

Tape recording as a teaching device.-- Following the preparation of a culminating program for the "Explorers Unit" early in November, a tape recording was made. The children analysed their voices and decided what improvement to make. Suggestions were made as to how desirable results could be obtained. The tape was saved until February. At that time the reports on men and events concerned with the "Birth of a New Nation" were placed on tape next to the November voice of each child. Comparisons were made by the pupils, changes were noted, and suggestions for improvement were listed. Opportunity to use the tapes for later comparisons was requested by the children.

Analysis of tape recordings.-- For a more rational comparison of the voices, the tape was played to 11 teachers in a seminar on Speech Education. The voices were rated as being worse, the same, slightly better, or much better. The results are shown on a separate sheet, page 52.

Summary of anecdotal records.-- In February, a new analysis of the anecdotal record was made to determine in which areas any change or growth had been notable. A brief summary of the results was written (pages 39-45).

Added to the teacher's observations were the comments of pupils plus those of fourth grade teachers and supervisors who had had the pupils the previous year.

Testing knowledge of social studies concepts.-- In February, a standardized test was given: The Iowa ^{1/} Work-Study Skills, test B, form L. The skills tested were map reading, use of references, use of index, use of dictionary, and alphabetization. It provided grade equivalent scores. Results of this testing may be found on pages 53 and 55.

Other test results.-- In November, the Pintner ^{2/} Intermediate Test: Form A, was given to determine the Intelligence Quotients used in this report. This is a verbal series, testing general ability in the areas of vocabulary, logical selection, number sequence, selection of best answers, opposites, analogies, arithmetic reasoning, and classification.

In February, the Iowa ^{3/} Every-Pupil Tests of Basic Skills (New Edition) was given to determine their silent reading comprehension. Test A -- Form L; Elementary Battery-- Grades 3-4-5. Their scores in relation to their grade level will be found on a chart on page 55. This was compared with a standard test result of the fourth grade (Gates ^{4/} Form I)

1/H. F. Spitzer, et al, "Test B: Work-Study Skills -- Form L," Iowa Every-Pupil Tests of Basic Skills, Houghton Mifflin Co., Boston, 1940.

2/Rudolf Pintner, Pintner Intermediate Test: Form A, World Book Co., Yonkers-on-Hudson, New York, 1938.

3/H. F. Spitzer, et al, "Test A: Silent Reading Comprehension-- Form L," Iowa Every-Pupil Tests of Basic Skills, Houghton Mifflin Co., Boston, 1940.

4/Arthur I. Gates, Gates Silent Reading Test (Form I), Bureau of Publications, Teachers College, Columbia University, New York, 1926.

to determine growth of the individual child in reading comprehension. Results may be found on the same chart.

CHAPTER IV

THE UNITS

1. The United States at Present

The first unit was directed toward the development of skills of research and speech. In the fifth grade of the Franklin School in Melrose, the lessons were developed in the following order:

1. Geographical words were alphabetized.
2. Cities and states were found in the index.
3. In learning how to take part in discussion, rules were listed and applied in a discussion of the advantages and disadvantages of living in a city. Observation of attitudes and reactions to situations were recorded by the teacher.
4. The city we lived in was described while making good sentences by adding descriptive words.
5. Capitals and punctuation used in writing cities, state, and addresses provided advance drill for the coming project.
6. Class work in composing a report was done following a brief, guided research in the texts of the business of Boston and utilized the lessons presented to date. Individuals provided words or sentences according to ability and all was molded into a class story on the blackboard. Frequent changes and improvements were

offered, evaluated, and accepted or rejected as considered best for the story as a whole. The teacher observed the skill or lack of it in individuals.

7. Preceding the giving of actual reports by the class members, lists of rules were formulated to encourage pleasant and intelligent listening. These rules were:

- a. Duties of the speaker

The duty of the speaker is to speak:

- (1) loud enough to be heard easily
 - (2) clearly enough to be understood easily
 - (3) fast enough to keep the story flowing
 - (4) slowly enough for the story to be followed comfortably
 - (5) with expression to make the audience see, hear, and feel the things the story tells.

- b. Duties of the listener

The duty of the listener is:

- (1) to listen thoughtfully
 - (2) to sit quietly
 - (3) to watch the speaker with friendliness
 - (4) to show appreciation for his efforts.

These were printed on large posters and hung in the room as criteria for future use.

8. A review lesson on use of capitals and punctuation was used as a means of introducing the writing of a bibliography. It was further emphasized that three books must be read before a report was written. The bibliography must accompany any written report.
9. Starting our trip across the country, our first story was of Boston. The teacher was chairman; the class was the committee. A list of topics was developed under the heading: "We Want to Know --."

Children made suggestions in whole sentences which were written on the board. The topics were distributed among the class, as much as possible according to their interests. Note was made of those who couldn't decide or who changed their minds often. The subtopics were then listed under such headings as:

Boston -- the City of Culture

Boston -- the Historical City

Boston -- the Seat of Government

Boston -- the Business Center

Bulletin boards were designed to keep the topic before the whole class.

10. Research and writing periods followed, aided and checked by the chairman (teacher).
11. Then the illustrated story of Boston was given through reports combined logically under large topics and introduced by the chairman. Illustrations included postcards, magazine pictures, and original pictures made by the child.
12. The class was now ready for limited group work. The duties of chairman and committee were discussed and listed on permanent charts for easy reading.

a. Duties of the chairman

His duties are:

- (1) to help others
- (2) to keep the work moving
- (3) to be sure each member knows his topic
- (4) to be sure each member has a fair share of the work

- (5) to take care of materials
- (6) to be sure there are no duplications
- (7) to read the reports
- (8) to put the check questions together
- (9) to organize the presentation.

b. Duties of committee members

Committee members should:

- (1) work carefully
- (2) choose a chairman
- (3) plan research
 - find material
 - assign parts
 - put whole together in a group
- (4) assign different topics and subtopics
 - each should do as much as he can
- (5) pool all resources
 - check for duplication
- (6) give helpful criticisms
- (7) make a check list.

The easily-successful pupils were chosen to be chairmen and were readily accepted by the less assured members of the class. These chairmen were also the best at research. Effort was made to put one of artistic ability in each group to give success to the poster-making. The pupils were seated in social studies groups.

13. The large cities across the country were listed as natural stops on the trip:

New York	Council Bluffs, Omaha
Philadelphia	Cheyenne
Pittsburg	Salt Lake City
Cleveland	Carson City
Detroit	Sacramento
Chicago	San Francisco

The committee chose a city. A new idea was injected, "What makes this city different from other cities?" The idea of contrast was carried out in

the reports of "What We Want to Know," and in the illustrations which took the form of composite drawings, developed by each committee, stressing the outstanding personality of each city. Maps were hung above the poster to show the location of the city.

Before the actual research began, the aims of the social studies work were stressed:

- a. Working well together
- b. Contributing to the learning and pleasure of the group
- c. Appreciating the contributions of others
- d. Learning to live well together
- e. A self-evaluation chart was developed (see page 28).

Teacher activities.-- The first unit was used by the teacher as an observation period. Personal characteristics, attitudes, reactions to situations, work-study habits, and aptitudes were studied. Note was made of those who might be aided by accepting responsibility in the next unit.

The self-evaluation was done by each individual at the end of the six weeks and discussed privately with the teacher.

SELF-EVALUATION CHART

Check in the right block.	Yes	No
1. Have I done my share in finding material?		
2. Is my information accurate?		
3. Is my vocabulary good?		
4. Is my organization correct?		
5. Have I contributed something of value to the final program?		
6. Did I work well with others in my group?		

SCORE YOURSELF

10 points - very well 3 points - just a little
 5 points - fairly well 0 points - if not at all

1. I worked with the group.	
2. I found information by myself.	
3. I found information for others.	
4. I shared information with others.	
5. I listened and learned from others.	
6. I asked intelligent questions during discussion.	
7. I organized my own work.	
8. I offered something not required.	
9. I showed an appreciation for the work of others.	
10. I took active part in group discussions.	

Total

2. The Explorers

It has been stated that the first unit was used as a means of introducing language and research skills. In the second unit, "The Explorers," a new aim was added. The stress turned to good vocal skills. The following aims were developed as standard for the class and a chart was made for frequent reference.

A good voice

1. is easily heard
2. is easily understood
3. tells a story with enthusiasm (is alive)
4. is pitched pleasantly
5. fits the personality
6. fits the situation.

Sixteen explorers were chosen and the class of 32 was divided into groups of two to work on research and writing. It was required that the writing of dialogue for a play be the combined efforts of the committee to ensure the best vocabulary. Then try-outs were arranged to choose the one that could learn the part and deliver it better for the play. Other parts in the culminating activity were promised to those who were second in choice. As explorers, they were to tell boastfully of their deeds, adventures, and their value to their king.

The class discussed who had the greatest adventures; who did the most for the king; the behavior of these heroes judged by modern standards of behavior.

Explorers reported on were:

Marco Polo	Cortez	Marquette and Jolie
Balboa	deVaca	LaSalle

Pizzaro	Coronado	Hudson
Magellan	DeSoto	Drake
Ponce de Leon	Cartier	Cabot
Champlain		

A choral presentation of "Columbus" by Joaquin Miller ^{1/} provided drill work for volume, expressiveness, and phrasing.

A tape recording was made of their reports. The child's own evaluation of his voice was rated by himself as he listened to his recording (see p. 47).

The opportunity to perform for an appreciative audience presented itself in the form of visiting parents on November 8.

Background for the stories was a large, child-constructed map on which each committee put the route of his travels and to which the speaker referred as he talked.

To encourage clear speaking, a variety of poems about wind and water were learned by the whole class and spoken by those who were not "Explorers." These poems included:

Do You Fear the Force of the Wind? by Hamlin Garland ^{2/}

Where Go the Boats? by Robert Louis Stevenson ^{3/}

Who Has Seen the Wind? by Christina Rossetti ^{4/}

^{1/}Laura Mae Carlisle, My Poetry Book, The John C. Winston Co., Chicago, 1934, p. 370.

^{2/}Ibid., p. 317.

^{3/}Ibid., p. 173.

^{4/}Ibid., p. 66.

Shore Song, by Elizabeth Coatsworth 1/

Directions, by Elizabeth Coatsworth 2/

The Rainbow, by Christina Rossetti 3/

An original poem was written and read by G4. It was entitled, "Dream Boat."

"Sailing down the stream goes my little boat;

It looks so small, can it really float?

Oh! yes, it can because you see

It's full of dreams for you and me."

Teacher Activities.-- The need for cooperative writing of one story by two people revealed the domineering, the completely independent, and those who would not assume responsibility as long as the work would be done by another. The learning of the story, the making of unbiased decision to choose the better story teller, and the need to concede that the better narrator was not necessarily the better writer, developed character and an appreciation of others. Final decision rested on the judgement of which was best for the class and audience. In close decisions, lots were drawn.

An example of evaluation and how it was done.-- For this purpose the girls were given a code number prefaced with G, as

1/Arthur Gates and Jean Ayer, Let's Travel On, Macmillan Co., New York, p. 354.

2/Ibid., p. 211.

3/Child Craft, Book of Verse, W. F. Quarrie & Co., Chicago, 1931, 1:189.

G1; the boys, B1, B2. The same designation of each pupil will be carried through the units.

G1 and G2 both had to win.

G1 was given the speaking part.

G2 was made mistress of ceremonies.

B1 couldn't speak out loud or learn.

He was made a host and was successful.

B2 showed generosity in conceding his part and helped B3 learn his lines.

He was made to feel very much appreciated for his help to the class.

B3 managed to learn his variations of "Sail on! Sail on and on!" under prodding of B2 who said he needed to rehearse.

This was his first successful public appearance in two years. It was a role different from the rest of the class as he desired it.

B4 wouldn't write his part until he was excluded from the room until it was done.

Finally wrote and learned a part but spoke it hurriedly and inaudibly.

Children not receiving speaking parts as "Explorers" were given a choice of poems the class had learned.

This "Interlude" between parts of the program gave them successful individual speaking opportunities and prominence.

G4 chose to be completely different. She wrote her own poem.

It was announced as an original poem and was pleasantly received.

B5 worked hard but got too nervous when speaking before others.

Praise went for his exciting story.

B6 acted babyish.

The unusual parts of his story were pointed out for emphasis. He relished it.

Some couldn't stand in a group without pinching or stepping on toes.

The grouping was spread out; some were seated.

Tape recording of the play was made in private session -- without outside audience. The voices were analysed by the

class and decisions were made as to what improvement each should work for in the future: speed, clearness, color, phrasing, pitch. In another period "tricks" to achieve the desired improvements were discussed. A comparative recording was planned for later in the year.

Children's evaluation chart.

1. Do I use a friendly voice?
2. Do I speak so everyone can hear me?
3. Do I speak clearly?
4. Do I speak too fast?
5. Do I speak too slow?
6. Do I use my voice to make my listeners see, hear, and feel the things I want them to?

3. Colonization

It was now time for this class to work in larger groups, under pupil chairmanship. Groups were arranged by the class. To provide for well-organized grouping, the class, through discussion, determined the various types of workmen that were needed in the groups. They decided they needed researchers, organizers, writers, leaders, followers, artists, and construction workers. The pupils were assigned by the class into three groups according to skills each possessed. The groups were seated as such in definite places and worked as units.

Discussion based on experience in two previous units recalled (1) the duties of committee; and (2) the duties of

the chairman.

The topic was "Colonization of America" in the North, South, and Middle colonies. An effort was made to notice the differences in the colonies due to climate, topography, natural resources, and the type of settlers. A standard outline for all groups was developed by the class to show the contrasting conditions in the three colonies. At this point, after Thanksgiving, emphasis was placed on how Christmas was celebrated in each colony, utilizing much of the information previously learned.

An interesting lesson developed on the tactful reply. Questions began with: "What would you say if --" Possible argumentative or annoying situations that usually arise were listed.

This session proved most enlightening and helpful as a preventive measure. For example, these questions were used:

What would you say?

1. If the committee assigns you a topic you don't want?
2. If a committee member refuses to take an assignment?
3. If someone wants to play instead of work some day?
4. If you disagree with some information given?

Besides the usual story reports, the class listened to stories and dramatized spontaneously what they had heard. One

such contrasting group play dramatized the reasons for coming to America; another, the meeting with the Indians.

After Thanksgiving, these same groups developed original plays showing how Christmas was celebrated in each colony. These plays, written and directed by the pupils, with the teacher as secretary because of her speed in writing, were presented in the assembly hall for the upper classes. (For details of plays see Appendix A, pages 74-87.)

Large murals were poster painted from joint plans and each pupil contributed to the design and production of the mural. They formed a colorful background for the class work and provided a marvelous opportunity for teamwork, group participation, and admiration of their peers.

For the presentation of the play on a poorly equipped stage, distinguishing costumes were decided upon and constructed by each group:

The Northerners wore Puritan collars and cuffs.

The Middle group wore Dutch aprons, caps, buckles, and pipes.

The Southerners wore lace and finery.

Background for the plays also emphasized contrast:

Northerners used Northern large fireplaces.

Middle group had Dutch tile fireplace.

Southerners used dainty white and gold fireplace.

Teacher activities.-- In this unit, social adjustment was very marked. There was more opportunity for originality,

freedom of expression, and display of musical, dramatic, and artistic talent. There was ample provision for appreciation through the performance before the upper classes in the auditorium and through many teachers visiting the building.

4. Birth of a New Nation

This was a biographical unit designed to develop (1) appreciation of the varied contributions of our national heroes; (2) an independence in each child to work for and by himself; and (3) an opportunity for each child to contribute all by himself something of definite value to the learning of the class.

To aid pupils in producing more dramatic stories, lessons were taught on outlining, organization, topic sentence construction, introductory sentences, and ending sentences, using varied stories of the Revolution as background. (For lesson plan, see p. 88.)

Preparation for oral reports included emphasis on expression and volume developed through learning such poems as "Song of Marion's Men," "The Flag Goes By," and "Paul Revere's Ride."^{1/}

Recall was made on the criteria of a good voice and suggestions for overcoming nervousness as stressed in the second unit.

^{1/}Burton Stevenson, American History in Verse, Houghton Mifflin Co., Boston, 1932.

Illustrated oral reports were made to the class in chronological order of events according to a time line developed in the reading. These reports were recorded on tape. Comparison with the tape made earlier in the year (November) was made. Suggestions for further improvement were charted.

A quizz-down was held, using questions made by the pupils on each subject, using the idea, "What did you want the class to remember from your report?" "Twenty Questions" was also played with the topics as basis.

Teacher activities.-- The keynote, independence, was achieved because each child accepted responsibility for an assignment, found his own material or asked for help if it was needed, and wrote his own story from notes. A bibliography showed he had read three books on his subject.

This unit was especially beneficial for those immature or irresponsible pupils who let anyone else do their work for them. Now each had one report to make, of equal value with every other report. An inconspicuous effort was made to steer the topics most difficult to develop into the hands of the most capable.

New problems came to the fore and must get immediate attention:

B11 looked as though he wanted to be called upon but would not volunteer.

B12 remained aloof.

Persistent effort was made to keep him part of the active class.

He must be the core of interest in the next unit.

G8 needed to be leader or
would not play.

Frequent casual demands
were made on her. She will
be a chairman in the next
unit.

CHAPTER V

RESULTS

1. Summarization of the Anecdotal Records

Categories.-- The analysis of the behavior patterns in the classroom determined that the class could be divided into three categories: the over-aggressive, the retiring, and the well-balanced, normal pupil.

The over-aggressive actions ranged from complete disruption of class work -- making strange noises, throwing things, clowning, demanding attention by conversation, stepping on toes when in small groups -- to frequent demands for help with work.

The retiring group ranged from those with ability who participated when invited to those who participated only on demand and remained mute even in small groups.

The well-balanced, normal pupil herein is considered to be one who does his work to his ability, enjoys his classroom, and plans and helps cooperatively without undue worry or tension.

The aggressive group.-- As is generally the case, the over-aggressive received immediate attention. Nine pupils fell into this category:

G5 was a constant baby-talker, with an IQ of 124.

B4 was a nervous, would-be comedian (IQ 118).

G6 was a sullen, stubborn, selfish girl with a penetrating voice (IQ 119).

G2 was the self-appointed class leader (IQ 115).

G7 was a flighty, careless follower with an IQ of 133.

B16 was the insolent play-boy with an over-protective mother (IQ 106).

B6 was immature (IQ 118).

B7 was an over-protected semi-invalid, who spoke in a high whine and walked like a tin soldier, saluting instead of answering with his voice (IQ 111).

B3, who was last year's motionless mute, was this year's persistent class tormentor, a quiet rebel (IQ 81).

At the end of the three-month period, several rewarding changes had taken place. Given opportunity for attention and applause in socially acceptable situations, these children showed noticeable personality adjustments.

G5 talked less, and mostly without baby-talk, but still without real tone to her voice.

B4 began trying hard to behave and worked well. He seemed less nervous. He appreciated being one of the admired part of the class.

G6 lowered her voice and did not pick quarrels.

G2 relinquished her rule and cooperated with others in class work.

G7 corrected her careless errors. She took pride in handing in perfect papers; and remarked, herself, on her added self-control, being more able to stand in front of the class. She became the top student.

B16 with the aid of a conversation between father and teacher applied himself. He came for praise when he did well; apparently he appreciated a firm hand.

B6 tried and made remarkable gains. Each gain added to his self-assurance.

B7 needed to feel respected by his peers. All opportunity was given him to gain this. Removal of his audience except for acceptable behavior was an outstanding factor in his improvement.

B3 tried to find how much overt action would be tolerated as soon as he perceived a really permissive atmosphere. He finally got to use a fairly normal speaking voice and that was a desired improvement.

At this center part of the school year, most of the above pupils had overcome their greatest difficulty and were well started on the way to success.

The retiring group.-- These in the second group would be termed in days gone by: "good children." They were orderly and quiet. Parents called them shy and sensitive. In modern guidance they are classified among those who need special attention from the teacher.

B10 was an undersized child, overwhelmed at work and play by too many rules that he didn't understand. He rarely smiled, and had his chin on his chest (IQ 75).

B5 was a big, broad-shouldered athlete embarrassed by his size. He was a stutterer (IQ 98).

G9 was a self-important personality, musically talented. She was hard of hearing, and mysterious (IQ 114).

G1 was a resentful girl -- unhappy, tense, and distrustful (IQ 89).

B11 was a young follower of his sixth-grade brother. He wanted to be told exactly what to do, avoiding participation if possible. He had a nervous, empty grin and a thin, high voice (IQ 129).

G8 was a tall, stout girl who made a face of distaste when asked to participate (IQ 111).

B9 was an almost silent member of the class, speaking with lowered head and stepping on other's toes or punching them when in close group (IQ 105).

B8 was a silent, obedient boy, on trial in the grade, with a thick, husky voice. He rarely smiled (IQ 84).

B1 was a transfer from a severely disciplined school. He sat in rigid position, doing only what he was told and making no decisions of his own. He wanted only drill-type work (IQ 63).

G4 was a highly dependent girl, enjoying a "difference" from others. She depended upon being told every single step to take (IQ 92).

B13 was a boy with a speech defect. He was delighted with play, and interested in watching others work while avoiding it himself (IQ 105).

B12 was a remote boy, in the class but not of it (IQ 89).

G10 was a mischievous little girl. She liked individual help, and wanted to do work of her own choosing. She was attending lip-reading classes (IQ 95).

G3 was a sweet, frightened girl, uncertain of her own ability (IQ 96).

Changes that took place during the three months were less spectacular but in some cases equally as rewarding as in the first group. In most cases the results were due to the release of tension rather than to scholastic success. It is to be noted that the IQ of this group is predominantly lower than in the first group.

B10 was our greatest success. He now walked with his head up and with greater assurance; he smiles happily and frequently. He has accepted the need for rules and lives with them. He has changed from a monotone to a sweet singer.

B5 made the greatest improvement in speech in the class. He became a successful chairman; had a much-respected position in class; and is not afraid of speech situations.

G9 made a subtle change. She is less antagonistic toward others, and more cooperative in class.

G1 became more relaxed and happy. She is getting along

better in the group. She is improving considerably in work habits.

B11 needed more demanded of him; he was ready to accept chairmanship of the next committee.

G8 was discovered to be very talented but needing to be a leader before cooperating. She is now standing before the class with more poise. She will be next chairman.

B9 showed decided improvement in work habits and learning. He is still very quiet, but more trustworthy in the group.

B8 is relaxed and enjoying himself; even his work shows slight improvement.

B1 is a little bolder, smiling freely and speaking in a better voice. He is under severe home pressure to learn.

G4 is still too dependent; recent illness caused a slight retardation of the independence that was being cultivated.

B13 plays less and works more. He talks much better; he acts assured.

B12 enjoyed his own improvement; he is still concentrating on himself.

G10 has improved in her attitude toward school and authority.

G3 is happier, smiling, and taking her place in class with less fear. Her greatest improvement came about through learning to accept errors as normal and natural.

On the whole, the above group has shown satisfying progress, and the way to greater strength lies in cultivating them to the utmost of their capacities.

The normal group.-- The third and final group consisted of those pupils who worked to the best of their ability and were not too worried or tense about it.

B2 was inclined to look worried and slip down in his chair into a tense reclining position, his body

elongated stiffly (IQ 117).

B15 wanted to be top of his class (IQ 101).

G11 was a lonely girl who did not seem to fit with the other girls. She watched them rather jealously from afar (IQ 117).

G15 came from a family undergoing changes in business. Her interests were on being more adult rather than a part of her class (IQ 112).

G14 was a repeater who, until last year, had always been advanced, was inclined to wait until the last minute to start to work and therefore never had time to do it (IQ 86).

G12 waited always for the special help that is given in this school system; never worked until she had the undivided attention of the teacher, but was apparently unbothered by failure (IQ 83).

G13 tried to the best of her ability (IQ 75).

G16 was popular, successful in all work, practically impervious to change. Nothing apparently bothered or pleased her (IQ 124).

B12 had success in every field yet his penmanship revealed tension; he strove for perfection always (IQ 130).

The improvement in social adjustment was very slight.

It was gratifying to notice that:

B2's posture improved, and his frown has disappeared except when he tired just before vacation.

B15 became very free and easy about asking for help when he needs it.

G11 assumed her place in educational leadership without apparently needing the social pleasures. The boys like her now. She has the respect, if not the love, of the girls.

G15 seemed satisfied with her place in the class, although she was not doing as much as she should if her IQ is correct.

G14 changed remarkably this year. She knew what was expected, knew her failings, and accepted them while trying to overcome them. She has poise and self-confidence. She confides personal, family, and work problems to the teacher with assurance and personality.

G12 is trying to do the class work at all times without the special attention she formerly demanded.

G13 works consistently to the best of her ability, not upset by the fact her parents want her to complete college.

G16 is perhaps the least changed of any in the class. Popular with boys and girls, successful in all phases of work, she is still the same.

B14 has changed only from a highly successful, tense boy to a highly successful, relaxed boy. But measurement of change would be difficult.

Thus it might be said accurately that the class showed satisfactory improvement in the field of social adjustment.

Children's evaluation.-- Aware of the aims of the class in making the recordings, the pupils listened to both the November and February voices and decided whether the voices showed any improvement, much improvement, had remained the same, or become worse. Two factors seemed to enter into their judgement: (1) they wanted to hear improvement themselves and gave the benefit of their own desire in the marking of others; and (2) they remembered the personal mannerisms accompanying the voice and the increased poise made them think the voice was better.

The individual judgements were compiled and the total scores are presented in the table that follows.

Pupils listened to both recordings and checked the

columns, "What should be worked for?" They marked 1 for the November recording and 2 for the February recording in the columns of rate, tone, clearness, or expression, according to their judgements. The table shown here indicates the summary of the report of pupil evaluation.

The children were asked to score their classmates as to whether they showed no improvement, slight improvement, or decided improvement. Then the scores were compiled to find the average rating. No improvement was rated as zero; slight improvement was rated one; and decided improvement was two. The total was divided by the number of scorers. Table 1 shows the averages thus obtained.

Therefore, according to the pupils' rating of their classmates, all showed some improvement. Assuming that a score of 1.75 or better indicated decided improvement, it can be seen that 11 pupils, or one third of the class, fell into this category.

While they were aware of growth in expression, the pupils were also aware of need for further improvement. They indicated on their charts the areas in which each should strive for more pleasant, intelligible speech. For instance, G5 made an improvement -- her average score was 1.27. In November, she needed to work on proper rate, clearness, and expression. In February, rate was satisfactory but clearness and expression still needed improvement. The rest of the class might be interpreted in the same manner.

Table 1. Summary of the Scores Attained through Class Evaluation of Each Pupil and Class Direction for Pupils' Further Improvement

Voice Evaluation			He Should Work for			
Group	Child	Score	Rate	Tone	Clearness	Expression
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Aggressive....	G5	1.27	1	-	1,2	1,2
	B4	1.75	1	2	-	-
	G6	1.05	1	1	2	-
	G2	1.57	1	2	-	-
	G7	1.91	1	-	1,2	2
	B16	0.90	-	-	1,2	1,2
	B6	1.14	-	2	1	-
	B3	1.13	-	2	-	1,2
Retiring.....	B10	1.95	-	1	1	2
	B5	1.95	1	-	1,2	1,2
	G1	1.60	-	1,2	2	-
	B11	1.52	-	1,2	2	-
	G8	1.40	-	-	-	1,2
	B9	0.80	-	1,2	-	1,2
	B8	1.45	-	1,2	-	1,2
	B1	1.38	-	1	2	2
	G4	1.06	1,2	1,2	-	1,2
	B13	1.72	1	-	2	-
	B12	1.47	-	-	1,2	1,2
	G10	1.38	-	2	1	1,2
	G3	1.58	-	1,2	1	-
Normal.....	B2	1.76	1	2	-	-
	B15	1.57	-	1,2	1	2
	G11	1.87	-	2	1	-
	G14	1.47	-	1,2	1,2	-
	G12	1.62	1	1,2	-	-
	G13	1.57	-	1,2	-	2
	G16	1.84	1,2	-	1	2
	B14	1.87	-	-	1,2	-

Note: Because of late admission or absence, there was no recording of three voices, hence no score for them. They were B7, G9, and G15.

Children's evaluation of pupil behavior.-- In February, the children were asked if they had noticed, in themselves or in their classmates, any improvements in work-habits, social behavior, poise, voice, or any of the things the class had been working for this year. They wrote briefly of the things they had noticed. Their comments, unedited except for decoding, were compiled so that all the statements about one individual might be found together.

All of the aggressive group were commented upon. Six of the 14 in the retiring group, and six of the nine in the normal group received some pupil evaluation of social adjustment.

Of the aggressive group, class comments were:

G5 has improved in behavior.

B4 has improved by not fooling.

B4 has been better behaved.

B4 is less nervous and better behaved.

I think B4 has improved very much in his behavior in school.

B4 is acting better.

B4 has improved quite a bit. He doesn't seem to want quite so much attention and he isn't quite so nervous as he was at the beginning of school.

B4 has improved in acting this year.

I think B4 isn't as nervous as he used to be and he is behaving better.

B4 has improved in behavior.

B4 is better behaved.

B4 has improved a lot in behavior.

G6 has improved in behavior.

G6 said: I think I've been good.

G2 said: I think in the past three weeks I have improved in self-control.

G2 is less talk-a-tive.

G2 has done better.

G2 does not talk as much.

G7 does not talk to G2 as much.
G7 has very much improved in self-control.
G7 has done better.
G7 said: I think I've improved quite a lot in arithmetic; in being able to stand in front of the class; and, since Christmas, in self-control.

B16 is easier to get along with.
I'd say B16 has improved a lot.

B6 said: I think I'm behaving a little bit better.

B7 tried a little not to be so silly.
B7 is acting better in behaving.
B7 has been improving the last three days.
B7 is acting a little better.
B7 behaved better when B3 was absent and I think it's because B3 gives him more attention and is his playmate.
B7 is doing better in his arithmetic.
B7 has improved in behavior.
B7 is acting better. He is less silly.
B7 said: I am trying to be more poised.

B3 is not half as good as he was in the very beginning.
B3 is better.
B3 can do things faster and he is better behaved.

Of the retiring group, the comments were:

B5 can speak better.

G1 has improved in arithmetic.
G1 has improved in agreeing with people.
G1 is doing very much better.
G1 said: I think I have improved better than last year.

B11 said: I've improved in not being nervous in front of the class.

G8 is doing much better work.
G8 can stand in front of the class better.

B8 is playing around and he never did before.
B8 is doing better in arithmetic.

B1 is getting a little bolder.
B1 had a better voice.

B13 said: I read more books than I used to.

B12 said: On this last report:

1. I was less nervous.
2. I was speaking clearer.
3. I was speaking calmer.
4. I stopped on periods, commas, question marks, and exclamation points.

Of the normal group, the comments were:

B15 is more poised.

B15 said: I have improved in reading and writing. I always got a C in writing but this year I have been getting A.

G11 has improved on the tape recorder. She talks with expression and she is so understanding.

G15 does better work.

In the last month and a half G15 does much better work.

G14 has improved in social studies and she is very nice to get along with.

G12 is doing much better than she did before.

G13 has improved in arithmetic and spelling.

G13 said: I think I have worked better.

Analysis of recordings.-- In order to insure a more impartial judgement of the recorded voices than could be attained by the pupils or the classroom teacher, the tapes were played to 11 teachers in the Speech Seminar at Boston University. They also judged the two recordings to ascertain whether the voices showed decided improvement, slight improvement, remained the same, or were worse. The summary of the results is shown in Table 2.

The same ratings were used as for the children (see page 46): zero for the same voice; one, slight improvement; two, decided improvement. Minus one was used to indicate that the voice was worse. The teachers were not asked to

indicate areas of further improvement.

According to the seminar group, all but two showed some improvement. One remained the same. One showed a loss. Eleven rated one or better. Fifteen rated between zero and one.

These scores are decidedly lower than the children rated them. Most significant is the fact that the two that rated as 0.00 and -0.34 were children whose facial expression, nervous mannerisms, and obvious discomfort in speaking situations had been overcome. While this improvement was not detectable on tape recordings, it was noticeable to the participating audience.

The comparison of the two tables would indicate that mannerisms and poise of the speaker are teachable needs of the student.

Table 2. The Scores of the Voice Evaluations of the Tape Recordings as Rated by 11 Teachers in the Speech Seminar

Aggressive Group		Retiring Group		Normal Group	
Child	Score	Child	Score	Child	Score
(1)	(2)	(3)	(4)	(5)	(6)
G5.....	1.00	B10.....	1.46	B2.....	1.55
B4.....	1.18	B5.....	0.00	B15.....	1.00
G6.....	0.18	G1.....	0.73	G11.....	1.73
G2.....	1.09	B11.....	0.82	G14.....	0.55
G7.....	1.09	G8.....	-0.34	G12.....	0.88
B16.....	0.66	B9.....	0.01	G13.....	1.09
B6.....	1.09	B8.....	0.88	G16.....	0.91
B3.....	1.36	B1.....	0.36	B14.....	0.91
		G4.....	0.88		
		G13.....	0.82		
		B12.....	1.00		
		G10.....	1.22		
		G3.....	1.00		
		G13.....	0.82		

Note: There were no November recordings for three of the class, therefore no comparisons could be made.

Analysis of test results.-- Judging from the standard test scores, comparatively with the IQ, satisfactory school progress has been made. In social studies, grade equivalent scores ranged from 3.2 to 8.9 on Iowa Work-Study Skills. The median was 6.0 for the grade compared with 5.6 standard.

In IQ scores from the Pintner General Ability Test, scores ranged from 63 to 130. Breakdown according to groups used in this study is shown in the tables that follow.

Table 3. Range of Intelligence Quotients According to Groups

Groups	130-111	110-90	89-63	Total
(1)	(2)	(3)	(4)	(5)
Aggressive.....	7	1	1	9
Retiring.....	3	7	4	14
Normal.....	5	1	3	9
Total.....	15	9	8	32

Analysis of social studies test results.-- Since this was the first Work-Study test recorded for this class, there was no comparison to be made. However, division is made according to the grade equivalents shown on the tests as they were attained by each group.

Table 4. Grade Equivalents in Social Studies Test Attained by Pupils in the Three Study Groups

Groups	Grade Levels					
	8th	7th	6th	5th	4th	3rd
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Aggressive.....	3	3	1	2	0	0
Retiring.....	0	2	2	6	1	1
Normal.....	3	1	1	2	2	0
Total.....	6	6	4	10	3	1

Report of individual progress.-- Although no exact measurement may be made by the use of two different reading tests, the grade levels indicated in the fourth and fifth

grades are shown in the following table. Breakdown is made according to adjustment groups, to show individual achievement in reading and social studies, as well as the IQ. The use of the plus and minus signs indicate above or below grade standard (4.6 in 1954; 5.6 in 1955).

In the case of the two repeaters, B3 and G14, the standard for 1954 was 5.6, instead of 4.6 as in the case of the rest of the class.

Comparison was made to determine where each individual child rated according to his own ability. A child who was two years in advance of grade standard in the fourth grade should be two years in advance of grade standard in the fifth grade in order to keep up his individual improvement.

While these two tests were not exactly comparable -- and deliberately used by the city to avoid odious measurement and drill at the expense of social adjustment, it is natural to measure levels of improvement.

The / indicates scores above, in years and months, four years, six months in 1954 and five years, six months in 1955, in reading. Just scores relative to the level of five years, six months are shown for social studies because this was the first year of social studies testing.

A breakdown of social studies scores is shown in Table 4.

Table 5. Summary of Test Results According to the Relation to Grade Standard

Code		IQ	Reading Comprehension Placement in Relation to Grade Level		Social Studies Placement in Relation to Grade Level
			1954	1955	
(1)		(2)	(3)	(4)	(5)
Aggres- sive Group	G7...	133	/2 yr.5 mo.	/3 yr.1 mo.*	/2 yr.6 mo.
	G5...	127	/2 yr.3 mo.	/3 yr.1 mo.*	/2 yr.9 mo.
	G6...	119	/1 yr.5 mo.	/ 2 mo.	/ 1 mo.
	B6...	118	exact gr. level	/2 yr.9 mo.	/1 yr.5 mo.
	G2...	115	/1 yr.5 mo.	/2 yr.7 mo.	/2 yr.6 mo.
	B4...	111	/1 yr.4 mo.	/1 yr.8 mo.	/2 yr.2 mo.
	B7...	111	- 3 mo.	/2 yr.	/ 4 mo.
	B16...	106	/ 6 mo.	/ 9 mo.	/1 yr.7 mo.
	<u>1/B3...</u>	81	-1 yr.4 mo.	-1 yr.2 mo.	- 5 mo.
	Retiring Group	B11..	129	/3 yr.	/2 yr.3 mo.
G9...		114	- 1 mo.	- 5 mo.	- 8 mo.
G8...		111	- 4 mo.	/ 2 mo.	/ 8 mo.
B9...		105	/ 3 mo.	/1 yr.1 mo.	/1 yr.2 mo.
B13...		105	- 4 mo.	/ 8 mo.	- 2 mo.
B5...		98	no record	/ 2 mo.	/1 yr.7 mo.
G3...		96	- 5 mo.	-1 yr.5 mo.	/1 yr.
G10..		95	- 2 mo.	-1 yr.6 mo.	- 4 mo.
G4...		92	- 7 mo.	- 4 mo.	- 9 mo.
G1...		89	/ 4 mo.	-1 yr.3 mo.	- 3 mo.
B12..		89	-1 yr.2 mo.	- 6 mo.	- 6 mo.
B8...		84	-1 yr.4 mo.	-2 yr.	-1 yr.2 mo.
B10..		75	-1 yr.1 mo.	absent during tests	
B1...		63	no record	-3 yr. 1mo.	-2 yr.4 mo.
Normal Group	B14..	130	/3 yr.1 mo.	/2 yr.3 mo.	/2 yr.4 mo.
	G16..	124	/4 yr.1 mo.	/3 yr.1 mo.*	/3 yr.3 mo.
	B2...	117	/1 yr.	/1 yr.6 mo.	/ 8 mo.
	G11..	117	/1 yr.9 mo.	/1 yr.6 mo.	/2 yr.9 mo.
	G15..	112	- 4 mo.	/ 1 mo.	/ 2 mo.
	B15..	101	/ 2 mo.	/ 9 mo.	/1 yr.5 mo.
	<u>2/G14..</u>	86	-2 yr.6 mo.	- 7 mo.	/ 2 mo.
	G12..	83	- 8 mo.	-2 yr.3 mo.	- 9 mo.
	G13..	75	-1 yr.	-3 yr.2 mo.	-1 yr.4 mo.

*Note 3.1 was highest possible score above grade level in 1955.
grade level

Grade Standard in 1954 was 4.6.

Grade Standard in 1955 was 5.6.

1/ and 2/ were repeaters. Marks shown for 1954 were on different forms of Iowa test. Standard 5.6 in 1954 also.

Teacher evaluation of social adjustment.-- For a more unbiased judgement of social improvement, the former teachers of these children and the supervisors were asked to observe the class in action. The fourth grade teachers also talked individually in friendly conversation with their former pupils. The teachers were asked to score the pupils they knew as to their nervous mannerisms, calmness in speaking, attitude toward school, attitude toward authority, and release of tension. They rated them as being worse, the same, slightly better, or much better.

Breakdown of their scores showed that there was notable progress in the correction of nervous mannerisms, with six pupils doing decidedly better and 12 doing slightly better. Two children were speaking in a decidedly calmer manner, and 15 slightly better. In their attitude toward work, five were decidedly better than last year, and eight were slightly better. In their attitude toward authority, especially noticed by the supervisors, seven were doing decidedly better and five slightly better. Fifteen were slightly less tense, and five decidedly improved in this area.

Table 6. Breakdown of Scores by Former Teachers and Supervisors

Social	Decidedly Better	Slightly Better	No Noticeable Change
(1)	(2)	(3)	(4)
Nervous mannerisms...	6	12	11
Calmness in speaking.	2	15	12
Attitude toward school.....	5	8	16
Attitude toward authority.....	7	5	17
Release of tension...	5	15	9

Note: Three were new to the building and unknown to supervisors and fourth grade teachers.

The informal work of the social studies period serves to release tensions and provide the successful experiences necessary for all-round improvement in attitudes and behavior.

Parent response.-- In an informal Parent Teachers Association meeting on March 29, 41 out of a possible 59 parents came to meet the teacher. Though they were unaware of the purposeful structure of the work by the teacher, the parent response was most gratifying. Nine commented on the improved behavior at home. Twenty-one spoke of the happiness the child finds in school this year and the improvement in his work. The number of fathers coming for the first time to a "Back to School Night" to express appreciation for the change in behavior of the child was satisfying. They attributed the improvement to the personal interest and attempt at under-

standing of the teacher for the pupil.

Anything done by the teacher for the social adjustment of the child is graciously appreciated by the modern parents.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Summary.-- In the first half of the school year speech activities were incorporated into the social studies program with the general aim of attaining the maximum social growth for each child. The speech activities included all those language skills needed in research and presentation of social studies topics. Oral language opportunities were provided through group planning, organizing, reporting, and presenting culminating activities of the social studies units. Voice training was presented in the form of poetry learned in connection with the units.

Four units of work provided a variety of situations from which pupils could attain feelings of pleasure, satisfaction, and success. The first unit -- "The United States at Present" -- provided drill in the skills needed in carrying out the problem-solving, group work of the social studies successfully. It gave a solid foundation in the skills needed, thereby contributing to the basic security of each child. As children worked in groups of three, one was the appointed leader while the teacher acted as general chairman. The jointly designed posters and the reporting to the class provided opportunities for leadership, cooperation, appreciation of others, and self-respect.

The second unit -- "The Explorers" -- was a brief test of the results of the first unit in that each child used the skills to the best of his ability. It included the added feature of dramatic story telling and presentation to an audience of parents. It provided the opportunity for close cooperation and unselfish working with another. The voice training contributed to poise and self-confidence. The appreciative audience stimulated them to continue improvement.

The third unit -- "Colonization" -- incorporated the learnings of the first and second units and added another step in growth. Pupil-led committees worked on original play writing and production, as well as large mural painting. This contributed greatly to the feeling of adequacy in the chairmen, and the feeling of belonging as the group worked together on original play production. Surrounded by large group-made murals, applauded and praised for their plays, there was naturally a feeling of real success.

The fourth unit -- "The Birth of a New Nation" -- used the skills previously learned and added independence of the individual as each worked by himself to contribute to the whole class. This was especially good for those timid or immature who prefer to follow rather than lead. It was a real test of the skills required in research, writing, and reporting. It made each child an equally-needed and valued part of the class as each reported alone on a topic vital to the whole subject.

The tape recordings of the second and fourth reports provided a measurement of improvement in the use of the voice. Judged by the pupils themselves, the recordings became an instrument of self-evaluation, and a stimulation to improve.

The anecdotal records proved of invaluable aid to the teacher. They helped in keeping the right perspective in regard to the social adjustment of the individual pupils. Significant details recorded as they occurred added sharpness to the picture of the personality. Under pressure of the work and the difficulties involved in problem-solving group work, the individual social problems tend to become secondary. Writing the anecdotal records helped the teacher maintain focus on social adjustment, and offered a measure of pupil improvement on a purely individual basis. The pupil evaluations of social adjustment and observations of former teachers and supervisors confirmed the findings of the teacher.

The test results showed satisfactory progress in both social studies and reading for the class as a whole. Each pupil was judged according to his capacity to learn. This capacity was limited by his intelligence plus his emotional stability and motivation. A teacher must take these factors into consideration when deciding whether a child has achieved the best possible score on a standardized test.

Conclusions.-- To the writer it seems that the most logical place to teach skill in communication is in the situation where there is a natural need for it. Faced with

the urgent demand caused by a situation which appeals to the child, there is no other motivation needed for learning the skills.

Reinforced with the security of familiar background, even the most timid child accepts a new challenge without fear. By such planned, coordinated unit development, no overwhelming demands are made on the child. A steady, practical growth is offered in language use, group cooperation, problem solving, and ability to meet new situations.

Every class is different. Every class, regardless of size, is really made up of just so many individuals. It is the teacher's duty to discover in each class the talents, skills, fears, and personality mal-adjustments, and then to provide situations which utilize the talents and skills, and help eliminate the fears and mal-adjustments.

The work described in this thesis was structured to fit a definite class which seemed to have more than the usual share of personal problems.

Every effort was made to help these children adjust their own problems. The informality of the classroom provided a climate stimulating to this ten-year old group. Those who were too quiet and tense, after a few weeks of such work, became smiling and at ease. The attention-seekers found themselves with an opportunity to get that need satisfied in legitimate situations. The social studies outline was, of necessity, the same as it always is. But the manner in

which the units were developed gave the children ample opportunity to use their own talents. The pleasure and sociability in group work proved very popular, so that the attitude toward work improved and the desire for childish play fell to a minimum.

There was a satisfaction in watching the well-organized groups carry on by themselves. During the social studies period the teacher assumed the role of helper, available upon request. At the close of the daily period, she received a report on the progress made and an announcement of the plans for the next day. The children enjoyed this independence and accepted the responsibility it entailed. Naturally, the children started at various levels of readiness for this independence. For some the progress was slower and more painstaking, but in all cases there was growth. There have been decided character changes. They have been written in detail in the anecdotal records. Suffice it to say here, that there has been great satisfaction to the teacher to see more smiling faces and jauntier steps; less nail-gnawing and outbursts of temper. It was a pleasure to see them decide what work to do next; to watch a committee be called by the chairman to make a decision; to watch them plan, experiment, evaluate their work, and try something else to better their project. It was rewarding to have them turn to the teacher as to a friend for suggestions or help. With few exceptions, the social studies lesson required, by the end of the three months, little

disciplinary supervision.

The emphasis on speech improvement gave increased poise and security in speaking situations that were especially pleasing to the pupils. The emphasis on context or role playing helped eliminate the self-consciousness and, therefore, the many nervous mannerisms that were so prevalent. It was this elimination of the nervous mannerisms that so detract from a speaker and so disturb the listener that caused the results of the teacher and pupil voice evaluations to vary so. The teachers heard the voice only; the pupils knew the contortions that often accompanied the voice. In each case where there was a wide discrepancy between teacher and pupil evaluation, annoying mannerisms were present. Greatest contrast came in the case of a stutterer. Voted by the class as the one who made the most improvement, he was rated 0.00 by the seminar. Elimination of these mannerisms greatly improved the class oral work. The greater feeling of success accompanying the many speaking opportunities contributed to greater happiness and enjoyment of work.

Since the class did very satisfactorily in the standard tests, as judged on an individual pupil basis or as a class as a whole, there was no loss through the informality and the focus on social adjustment. On the other hand, there have been noteworthy and rewarding improvements in individual personalities. Since the primary aim of education is the development and adjustment of the child, this integration of

speech in the social studies program offered a means to achieve that aim.

Limitations.-- Throughout the whole unit of work a subjective analysis of the social adjustment was carried on. The detailed anecdotal records were written from one person's viewpoint. Opinions were corroborated by untrained people giving individual reactions to personalities.

No control group was set up to determine whether the coordinating of the language arts and social studies program was the reason for the apparent growth. No attempt was made to determine how large a factor maturation played in the development.

Suggestions for research.--

(1) It would prove to be an interesting project to have a controlled situation, using several different classes to provide adequate reliability of evaluation, and using teachers trained in speech and guidance in half the classes, to try this same method of attaining desirable personal adjustments.

(2) A sound criteria for judgement of growth in social adjustment should be established.

(3) The effect of speech improvement of personality adjustment should be studied more analytically.

It should prove a very worthwhile contribution to elementary education to have detailed study of the attainments of such an integrated program as described herein.

APPENDICES

APPENDIX A

A COMPLETE UNIT

UNIT 3: COLONIZATION

KNOWLEDGE TO BE ATTAINED:

1. People came to America for different purposes.
 In the North -- for religious and political reasons.
 In the South -- for riches and adventure.
 They were allowed to come because England wanted trade.
2. The climate and soil of the south was inductive to large scale farming. The products were tobacco and cotton. The market was in England.
3. The climate, soil, and quality of the people was responsible for slavery.
4. There were three kinds of slaves: black, indentured, bond.
5. The quick prosperity of the southern farms affected the ways of living.
6. The resources of the north differed from the south. They were fish, fur, and lumber. The climate and geographic conditions made life simpler and harder than in the south.
7. The gracious way of living in the north was necessarily different from the south.
8. The patroon system of the Dutch determined the development of New York and Pennsylvania.
9. Customs, such as Christmas celebrations, were equally affected by the types of people.
10. The men of all sections worked together to get independence for America and to build the country.
11. The first democratic assembly in America was in Virginia. The first government by the people in America was in Massachusetts with the writing of the Mayflower Compact.

UNDERSTANDINGS

1. Due to the type of settler, topography, and climate, the

North and South developed differently.

2. Due to products and climate of the South, a plantation system developed.
3. Due to climate and geographic conditions, the North became an industrial section.
4. The climate and location determine the life of man.
5. The North and South are dependent upon one another.
6. Men from both North and South helped form our U.S.

APPRECIATIONS

1. Appreciation that the U.S. is made of many kinds of people working toward a single goal.
2. Appreciation of the interdependence of states.
3. Appreciation that, though things are different, they are not necessarily odd or wrong.
4. Appreciation of the effect climate has on the life of man.
5. Appreciation that man adapts himself to circumstances as he finds them and improves conditions as much as possible.
6. Appreciation that children in our class have different characteristics and abilities and, as a class, we make the most of the talents present.
7. Appreciation that it isn't always the one who starts out easiest or with the most that succeeds the most. (Witness the poverty of the south due to neglect of land.)

SKILLS

1. Use of maps, charts, references, books.
2. Finding accurate material on our subject.
3. Organizing material found.
4. Learning from the presentation of others.
5. Presenting our findings in a report to others.

6. Using imagination to vitalize material presented.

CHARACTER DEVELOPMENT

1. To develop respect for ideas of others.
2. To develop respect for the work of others.
3. To develop a desire to contribute to group success.
4. To develop perseverance in finding accurate and pertinent information and performing worthwhile tasks.
5. To develop independence in performing tasks.

AIM

1. To work well together in child-led committees.
2. To understand the reasons for the difference between the settlements.
3. To appreciate the effect topography and climate have on the life of the people.
4. To recognize the changes that have taken place since early days.

APPROACH

1. Pictures of the different sections should lead to observance of the differences.

Discussion of pictures. What do you notice? Recall the personality of the city unit. How do these sections differ? Contrast the sections.

What more would you like to know? We will make a list tomorrow.

PROCEDURE

- I. A list was made by the children under the heading: We want to know about:

1. Homes
Household goods

2. Churches

- | | |
|-------------------------------------|--------------------------------------------------------------|
| 3. Schools | 10. History of the settlement; when, by whom, how, why |
| 4. Care of sick | |
| 5. Business | 11. Climate, type of land |
| 6. Famous buildings | 12. Clothing |
| 7. Government | 13. Difference -- then and now |
| 8. Entertainment | |
| 9. Transportation and Communication | 14. Holiday celebration; which ones and how they celebrated. |

II. This time we will have pupil-directed committees. We need certain skills in each group. What are those skills we found we needed before?

The class decided we needed
 good reading research
 imagination
 organization
 leaders
 followers
 artists
 construction workers.

The class was divided according to present talent.

It was decided we would need research, organization, and presentation. The time line was set about 1700.

III. Discussion: How are these committees to work?

- A. What are the duties of the committee?
1. Choose a committee chairman.
 2. Plan for research.
 - a. materials obtained
 - b. subtopics determined
 - c. each member choose or be assigned a subtopic
 - d. arrange opportunity to share and exchange materials.
 3. Individuals carry out assignment.
 - a. materials for research
(Library books, texts, visual aids)
 - b. listening to teacher or pupil reading and make report from the material.
 4. Pool resources at the end of period; chairman check accomplishment; plan the next step.
 5. Give constructive criticism and plan improvement.

6. Plan check question on each topic.

B. What are the duties of a chairman?

His duty is:

1. to see that reports move along.
2. to know context of each report, to avoid duplication, and for completeness of topic presentation.
3. to care for arrangement and use of study material.
4. to be sure materials are ready for use.
5. to be sure each member understands what is to be done and that each produces his best.
6. to give opportunity for construction and creative work.
7. to coordinate check questions and present to class after the report is made.

IV. Committee Behavior discussed:

The following questions were written on the board and answered in class:

WHAT WOULD YOU SAY?

1. If the chairman assigns you a topic you don't want?
2. If a committee member refuses to take an assignment?
3. If someone just wants to play instead of work some day?
4. If you disagree with some information given?
5. If you think the work could be done better by that person?
6. If you think the work could be done better by you?
7. If some job is not getting done --
 - a. because of poor work habits?
 - b. because the job is too big for one person?
8. If someone gives you material you need?
9. If someone insists on helping you when you don't want help?
10. If you need help?

V. Committee Work Listed:

Assignment of topics to individuals
 Research
 Check information with the group
 Discussion of method of presentation
 Construction: build typical scene
 Make bibliography

VI. Language Lesson, on board

Put in the proper punctuation and capitals telling why you make each correction.

1. captain john smith led the jamestown settlers
2. pocahontas saved capt smith
3. pocahontas was powhatans daughter
4. did you know pocahontas married the englishman john rolfe
5. in 1619 a dutch slave ship brought twenty negro slaves ninety young women were sent from england and the first general assembly in virginia was held

VII. Read the story from Rugg, "The Building of America," p. 95-105, of the conditions in England. List salient facts on the board. Act out the conversation. What is necessary to connect the conversations into understandable material?

Other possibilities: Assign groups to work out original dramatization.

Wm. Penn and the King
 Wm. Penn and the Indians

Roger Williams and the Indians
 Roger Williams founding Providence

John Smith and Pocahontas
 John Smith and the settlement
 John Smith and the Indians

VIII. A. Each committee decide on sentence on the beginning of the colonies for the others to write accurately.

- B. 1. Each committee choose a sentence that requires several capitals.

2. One chosen member write the sentence on the board without capitals or punctuation.
3. Another group correct the sentence.
- C. Dictate to a representative of a group who will write it on the board.
- D. Write the important names on the board. Everyone write the dictated sentence on paper. Use child dictation to emphasize the need of clear enunciation and proper volume.

IX. RECALL CHECK

Underline one answer.

1. The people who settled New England came to America for
religious freedom trading fishing
2. The people who settled the South came for
tobacco freedom riches and adventure
3. England allowed the people to come because she wanted
to get rid of them to punish them trade
4. The Southerners started farming because of
good soil and climate the Indians
they hated the sea
5. The products of the South were
tobacco and cotton fish lumber and furs
6. Because of the good soil, climate and type of people,
the Southerners turned to
fishing slavery lumbering
7. The quick success of the farming made life
easier harder more difficult
8. The resources of the North were
fish, fur, lumber cod, cotton, leather
soil, sea, salmon
9. The cold climate and poor soil of the North made the
people turn to
stern living fishing church
10. Living in the North is different from that in the
South due to
aims of the people church laws climate and
conditions soil

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CHRISTMAS IN THE COLONIES

After Thanksgiving the work was concentrated on Christmas in the Colonies, still emphasizing the contrast as why such differences were present. The three committees worked separately. A story was read by the teacher about Christmas in the particular colony. Background on the unprepossessing, curtainless stage was provided by fireplaces:

A large, New England fireplace
A pale tile Dutch fireplace
A delicate white and gold living-room fireplace
for the South.

Costumes also showed contrast:

Puritan collars and cuffs
Dutch caps and aprons and pipes
Southern frills and laces.

Shifts in scenery and cast took place behind a "living screen" composed of the group not next on the stage, singing carols.

PROCEDURE

Strangely enough, each group worked entirely different from the others.

The Northern Group listened to "A Day of Work and No Cheer" by Lois Lensky.^{1/} They decided to use the conversation there and develop the necessary sequence as they went along. The dialogue was typed and later the required interpolations were inserted by the cast. This proved the least successful group though from potential makeup of the group should have been the best. Their group work was poor through the whole procedure.

The Southern Group was read a story of the "First Christmas Tree in Virginia,"^{2/} and the "First Christmas Tree in Germany" from The Working Boy.^{3/} An outline of the main ideas to be

^{1/}Lois Lensky, The Shining Tree and Other Christmas Stories, Alfred Knopp, New York, 1949, pp. 55-76.

^{2/}Frances Fox, "The First Christmas Tree in Virginia," American Junior Red Cross News, American National Red Cross.

^{3/}The Working Boy, published by Working Boys' Home (Grimes Printing Co., Boston), Newton Highlands, Mass.

presented was developed. Pupils were assigned a part to write. Finally the group stood around the teacher and dictated to her what was to be typed into script form.

An unexpected development was the need to teach:

1. how to make an introduction and how to respond to it
2. how to greet guests at the door
3. how to leave guests to go to the door
4. how to join a group in the living room
5. how to express gratitude for some pleasure.

The third or Middle Colony Group heard of Peltznick^{1/} in New Amsterdam and wrote the "Story of Christmas in New Amsterdam" spontaneously as a group. They chose:

1. the title
2. the characters, enough to include everyone
3. the time -- Christmas Eve
4. the plot.

They developed the story as the teacher wrote rapidly to keep up with them. Each said that which seemed to come naturally.

This was the play most easily learned and best liked by the class and the audience.

Method of work for Southern Group:

1. Read the story to the group.
2. Select title for play.
3. What time shall we set the play?
4. How shall we open the set?
5. Choose one to introduce the play to the audience.
6. What shall they say?

We must get certain points across:

- a. the story of the tree in America
- b. the story of the first tree in Germany
- c. the custom of singing around the tree
- d. the story of Charles Frederick Minnegrode
 - (1) who he was
 - (2) how he happened to come to Virginia
 - (3) how he told stories to the children
 - (4) his suggestion of a tree
- e. the singing around the tree
 - (1) songs that would be suitable.

^{1/}Elizabeth Sechrist, Christmas Everywhere, Maciae-Smith Co., Philadelphia, 1936, p. 170.

7. We need to introduce Mink to the audience through conversation. Class choose two to develop a conversation that will accomplish that.
8. Explain the decorations on the tree. Class choose two to be children talking about the decorations, and what will happen that evening.
9. Have Mink tell the story of the tree. How shall we get him started to talking about it? Choose Mink to write the story.
10. We must get enough on stage to sing carols. It was decided that guests would arrive with presents. What would be the natural greetings? (This took more training than expected.)
11. How do we get them off the stage?
12. How do we thank Mink for the tree? What does he say?

THE FIRST CHRISTMAS TREE IN THE SOUTH

INTRODUCTION: The play written by the Southern Group is called "The first Christmas Tree in the South." About 100 years ago, in a home on the Palace Green at Williamsburg, Virginia, two women are talking, on Christmas Eve.

Aunt: Who is this Charles Frederick Minnegrode? Where did he come from?

Mrs. Tucker: Well, this man was an exile. Why, he spent five years in a dungeon before his family could get him out. He was thrown in because he joined a revolutionary society in college.

Aunt: A dungeon!

Mrs. T.: And when he got out he was so closely watched by the police that he feared he would land in prison for good. Finally he escaped to America. He has been living here for two years.

Aunt: Where did you get this idea of a Christmas tree?

Mrs. T.: One day Mink and the children were talking about Christmas which had always been a merry time in our house. He asked the children if they had ever danced

around a Christmas tree. Of course they said no. So he told them of Christmas in Germany. The children liked the idea so Mink got them a Christmas tree.

Aunt: I've heard of holly and carols but I've never heard of a Christmas tree.

Mrs. T.: Here are the children now. They will tell you about the tree.

Cynthia: This is a Christmas tree that I decorated myself. This is a gold ball that represents the sun. The silver ball represents the moon. The tinsel is the rays of the star that shone over Bethlehem.

Gerald: Oh, and tonight we are going to have a party. We will sing carols, and dance around the tree, and have ice cream and cake and lots of things. And we'll open our presents.

Mrs. T.: Here is Mr. Minnegrode now. May I present Mr. Charles Minnegrode? Mink, this is my sister-in-law, Miss Paula Tucker.

Aunt: How do you do? I've been admiring your tree. I understand the custom came from Germany. Do you know the origin of it?

Cynthia: Oh, please tell it to her. It's an exciting story.

Mink: Of course. It was St. Boniface who set up the first Christmas tree. Boniface set out from England to tell the pagan people of Germany the story of Christ. The people who lived in mud huts deep in the forest believed in terrible gods who lived in the branches of the oldest trees and rode wind horses through the sky and hurled spears of lightning at the enemy. They kept the people in fear and terror through the messages they sent through the pagan priests.

Boniface went to see these people carrying a staff. The top of it was shaped like a cross.

On Christmas Eve, in 724, Boniface and his friends went to a settlement where the people were getting ready to offer human sacrifice to Thor. Thor was angry at them. He showed his anger by ruining their crops, letting them get defeated in battle, and sending a sickness among them. The priests said only a human sacrifice would satisfy Thor. They chose the son of the chief.

Boniface heard what was to happen and went to the meeting.

The priest blindfolded the little boy and told him to kneel on the stone altar. When the priest swung the heavy stone ax at the boy's head, Boniface hurled his staff. It hit the hammer and deflected the blow. The hammer fell on the stone altar and broke it in two.

Boniface jumped on the altar and told the people of the God of Love. The chief asked how they could free themselves of Thor. Boniface told them to cut down the tree of Thor. A sudden wind came out of the sky and tore the tree up by the roots. At that moment Boniface saw a young fir tree. "Take it to the hall of the chief," he said, "and call it the tree of the Christ Child." Every year, on Christmas Eve, bring in a young tree and honor the Christ Child."

In the hall of the chieftain Boniface told the story of Mary and Joseph, the Christ Child, the shepherds and the wise men. Little Bernhard listened to the story among the children. The Christ Child had saved his life that day.

Mrs. T.: What a charming story!

(Knock at the door.)

Guest: Good evening. I'm so glad you invited me to this party. Do tell us about the Christmas tree. You say it has bell, shepherds and angels on it. It sounds exciting. Oh, it is wonderful. Every Christmas you must have a Christmas tree with gifts and presents around it.

Guest: Merry Christmas, my dear! How do you do. Oh, I'm so excited about the tree. I can hardly wait to see it.

Mrs. T.: Come along and see it for yourself.

Guest: Isn't it lovely! It's really beautiful.

Donna: Oh, hello, Mrs. Tucker! I've had many experiences in singing but never before have I sung around a Christmas tree.

Nancy: Oh, yes. I'm so thrilled.

Mrs. T.: Everyone's here. Now we can start singing around the tree.

Away in the Manger
Oh, Little Town of Bethlehem
Silent Night
Deck the Halls

Mrs. T.: Oh, that is lovely to hear! Now I think it is time for refreshments. (Leads way off stage.)

Marcia: Mother, this was so exciting. May we have a Christmas tree every year?

Judge (to Mink): Well, we had a very nice evening. The tree was delightful. Thank you. I am grateful to you for making this evening possible.

Mink: It's a pleasure to bring it to you.

DAY OF WORK AND NO CHEER

Aunt Charity: What? Not keep Christmas? As I'm a God-fearing woman, what's this new world a-coming to?

Goodwife Partridge: No, we keep it not. Life has been hard with us these ten years. It hath taken all our time and strength to feed and clothe our bodies -- we've had none left for jollity.

Charity: So sad-faced and dour all you've become! The moment I stepped ashore I thought you must all be a-mourning for summat, your countenances looked so heavy and sad. The childer -- haven't they --

Goodwife: Seaborn was born on the ocean before we set foot on this strange soil and the others were born here in the new country. They know not the meaning of the word -- Christmas. The Governor, the Parson, and the Magistrate say 'tis wrong. They say we come for work and not for jollity.

Charity (laughing): 'Tis time you heard it then, childer sweet! Your Aunt hath come over the ocean to tell you of Christmas, sweet Christmas!

Children: Oh, tell us, do tell us, Aunt!

Goodwife: When thou has been here for ten long years, thou wilt no longer laugh and tell merry tales.

Charity: 'Tis time you heard of life in Old England, where mirth and jollity still reign, where life is not so stern. Dear Lord, may I never forget, no matter how old I grow. When the Christmastime comes in Old England,

dear-my-loves, 'tis the time when Jack Frost takes us all by the nose, so we make shift to rub out the winter's cold by the fireside. 'Tis then the great Yule log is put on the fire, stories are told and songs are sung. And all the little boys and girls have puddings with raisins in them and minced pyes and Yule cakes rich and sweets!

Seaborn: But is it not wicked, Aunt? Parson Humphrey would say that such things are an abomination of heathendom and the ruination of souls.

Comfort: But oh, what fun! I should have liked it, had I been there!

(They gather round to hear the story.)

Charity: First of all the pewter and brass is polished so bright, it shineth like the sun indoors! The servants are washed and dressed in prettiest bib and tucker and here and there they run, as smug as new-licked puppies. For into the Great Hall all the master's tenants and neighbors soon foregather, to drink of his good ale, into which toasted Yule cakes are soaked and softened. The Yule candles are already alight when the mummers come to shout:
 "A merry Christmas and a happy new year,
 Your pockets full of money and your cellar full
 of cheer!"

Goodwife: Sister! Why remind us all of things which have gone past, never more to return? Dost wish to breed discontent? Here, we have more solemn things to engage our minds -- work, the shortness of life, the swift-coming of death. I want not the children's heads befuddled. See how bright their eyes do shine, like a feverish sickness, when one lieth at death's door.

Charity: Hush! Speak not of death! They are alive for the first time in years. 'Tis the first happiness they have known. The mere telling doth give them pleasure, their little lives have been so dark and drab, so starved. -- Yes, you have spent time and strength to feed and clothe their bodies, but their souls you have forgot. (She returns to the story.) The bouncing log on the chimney hearth doth glow like the cheeks of a country milkmaid. All the spits are sparkling for the Hackin -- a great sausage -- must be boiled by daybreak.

Partridge: Hackin! Hackin! Who speaks of Hackin here?

Charity: I tell the sweet childer of Christmastime in Old

England, brother-in-law John!

Partridge (sadly): Christmas time in Old England! Is there still such a thing? I had forgot. Christmas! To think it still goes on as it did when I was young and about in pinafores. Here, we have no time or place for such goings-on, but it can do no harm for the childer to know what once was.

Goodwife (with alarm): Oh, husband! Hast lost thy wits? How canst thou see thy children's heads befuddled by wild tales?

Partridge (as though he spoke to himself only): I came but now from the meeting house. There saw I Goody Nichols chained to a post for scolding her husband in a loud, harsh voice. William Muddleton was set in the pillory in the market place for idleness; and at the whipping post yonder, Daniel Joslyn laid the cat-o'-nine tails on a poor wretch's back, the while his cries did rend the air. Here, in this new land, we seem to think of naught else but wrong-doing, I like it not. Mirth and jollity we have forgotten quite. Is this the good life that we came so far to find?

Comfort: Oh, Father! Did you keep Christmas too, when you were small like me?

Time: two days later

Town Crier: No Christmas! No Christmas! Market to be as usual -- shops must be opened for folks to buy -- farmers to yoke their ploughs, townsmen to raise the new dwellings and women to spin in their doorways where they may be seen. A day of work and no cheer -- by order of the Governor of the colony -- to be enforced by the Magistrates.

(Comfort enters.)

Goodwife: Thou'rt late, child! What delayed thee?

Comfort: I stood for a moment -- to listen to the Crier. The Crier said -- 'at Christmas is a day of work and no cheer.

Goodwife: And 'tis so! Hast forgot thy message? Didst inquire about Neighbor Minching and his sick wife? She's better -- Goodwife Minching?

Comfort: No, Ma'am, I forgot not. Goodwife Minching's taken a turn for the worse and Endurance is come down with the

sickness, too. And their cow is dry. This -- 'tis all the milk could be spared. Neighbor Minching asked if you and Aunt Charity could come and care for her, since Endurance must also keep to her bed.

Goodwife: In the midst of life we are in death! Come, we must go to help our neighbor. Comfort, scrub the table. Seaborn, be careful that the fire does not go out, and watch out that God-be-thanked does not fall in the fire-place.

(Children scrub the table.)

Comfort: Just so do they in Old England to make ready for the Christmas feast. Aunt Charity said the board is always scrubbed till it shines as white as new-fallen snow.

Submit: I wish we lived in Old England.

Seaborn: 'Tis here we can worship God as we please. 'Twas for that our parents came.

Waitstill: I've seen the laurel and ground-pine and hemlock greens a-growing in the woods. We need not go to Old England for them. They grow right here, even as our fuel grows at our very doors. We could fill our arms to overflowing ---

Comfort: Why, so we could, my lambie! Seaborn, let us keep Christmas just for ourselves this day -- while the elders are away. 'Twill be a little play of our own and can do no harm. I mind all the things sweet Aunt Charity did tell.

Seaborn: Parson Humphrey said that such things are an abomination ---

(Aunt Charity walks in.)

Charity: Your mother can do all that's needful for Goodwife Minching and her daughter. She was worried for fear God-be-thanked might fall in the fire and be burned or you'd forget to fetch wood enough and let the fire go out, so I thought best to come.

Comfort: Oh, Aunt Charity! How good of you to come! We thought to keep Christmas this day, whether the Magistrate says so or no -- just for ourselves alone at home --

Charity: Christmas! Good Yule, I never thought I'd live to see it in this cold, hard, righteous land -- but mayhap

I will!

Submit: There's Silence Pitkin -- she's always sad and never talks or smiles. She would like Christmas, I know full well.

Waitstill: And Preserved Rogers. He never plays stool-ball for fear the Magistrate might pass and see him.

Comfort: And Temperance Seward who always talks of death and thinks each day her last. We'll make things ready -- the Yule log, a great feast, the Christmas greens -- and bid them all welcome!

Submit: None of the other children know about Christmas. They have no sweet Aunt Charity to tell them.

Charity: 'Tis time they knew.

Seaborn: But what if the Magistrate comes?

Charity: Hurry now! Waitstill, you gather the greens that grow near the cabin, and put them round the hearth. Seaborn, you go gather your friends and bid them come quietly. Comfort, you and I will bake some cakes.

(Quickly the house is decorated and the children gather.)

Charity teaches the children to sing "Away in the Manger." They eat the cakes, and start to play "Blindman's Bluff." The parents gather in the corners of the room watching quietly, thoughtfully.

(A loud knock on the door)

Magistrate: What meaneth this frumpery? What meaneth this? What mean these greens about the hearth encircled?

Waitstill: Oh, good sir! We found all the greens a-growing at our very doors. Dost not rejoice to see them? It seemeth as if the summer's sun hath changed the earth's white furred gown into a gay, green mantle! Doth it not?

Goodwife: Hush, hush!

Magistrate: Take the child with his noisy prattle away! Heard I not but now loud sounds of joyous singing and of mirth? Methinks 'twas not the singing of holy Psalms! What odor greets my nostrils? Smell I not sweet cakes, cakes made from forbidden sweetening and baked for Yule? Ah! Ye need not speak. Me ye cannot deceive. (Looks

into oven) Baking Yule cakes, is that wherewith ye women waste your time? There -- (sees the empty oven) Ye've given them to the childer --

(God-be-thanked popped cake into mouth)

There! A Yule cake! The child hath a Yule cake! Show me the cake!

Men! Where are thy tools? What hast thou done with axe, knife, augpit-saw? Why be ye not at work? Know ye not we must build new homes for the newcomers from the Fearless?

Man: Our tools are gone to be mended this day, good sir.

Magistrate: Women! Why are thy spinning wheels idle? This is a day of work and no cheer.

Woman: We have no flax, good sir. We cannot spin without flax.

Magistrate: No tools! No flax! There! The shining board! That proveth there hath been Christmas keeping here! The shining board -- (seems to soften)

Charity: It was I who helped the childer keep Christmas. Poor childer had never heard about Christmas. 'Tis the day of the Lord's birth! He came to lighten men's hearts. In Old England, 'tis a day of joy and cheer. Joy and cheer are needed in this New England even as in Old.

Magistrate: Thou art frank, Mistress, and brave-spoken. Thou art new to this land, having but so recently stepped ashore from the Fearless. As time passes, thou wilt learn that our ways are not Old England's ways. We left them behind us to make a better life for ourselves here. Our law reads, "Whosoever shall be found observing any such day as Christmas or the like, either by forbearing of labor, feasting, or in any way, shall be fined five shillings or be imprisoned. The edict is, work or go to the goal. Work or go to the goal -- male or female. But we suspend sentence this once, since thou art a newcomer. See thou, however, that it doth not happen again.

Gaffer Partridge: Remove this frumpery at once. See that this foolishness doth not happen again.

Several: Yes, good sir. Rightly, good sir. Thankee, good sir. We kept Christmas once again -- and with our childer, too.

(Charity on bench, surrounded by children.)

Seaborn: Was it wrong, then, after all?

Waitstill: Oh, no. The greens were so beautiful to see!

Comfort: And Silence Pitkin smiled again and again! She was happy for the first time in her life.

Waitstill: And Preserved Rogers played games so lustily! We never thought he could play at all.

Submit: And Temperance Seward spoke not once of dying. She asked if she could come back tomorrow.

Charity: And God-be-thanked swallowed the last Yule cake in the nick of time. Well, dear-my-loves, ye've kept Christmas for one time only! Now hearken well -- THAT WHICH YE HAVE IN YOUR HEARTS CAN NEVER BE TAKEN AWAY!

Children: Christmas! Christmas! We've kept Christmas!

Charity: And ye'll never forget, will ye?

Children: No, sweet aunt Charity. Never shall we forget. That which we have in our hearts can never be taken away!

CHRISTMAS IN NEW AMSTERDAM

CHARACTERS: Mother	Peter	The Minister
Father	Hans	Peltznickel
Anna	Johannes	
Katrina	Grandmother	

Time: Christmas Eve

Place: The home of Peter Van Dooran

Mother: I think I had better be getting supper ready. We will have an early one tonight because Peltznickel is coming.

Hans: I must hurry and study the catechism. The minister will be here soon.

Mother: Hans, haven't you studied that yet? You know what happens to bad boys who do not know their catechism when the minister arrives. Peter, have you studied yours?

Peter: Yes, mother, I did.

Mother: How about you, Katrina and Anna?

Anna: I studied mine.

Katrina: I studied hard last night. Oh, daddy, will you please tell us what Peltznickel did at Christmas when you were a little boy?

Father: It was quite a bit different from what it is here. The minister did come around to ask us questions to see if we had been good and studied our catechism. In those days in Holland Peltznickel wasn't Peltznickel, you know. It was St. Nickolas. He was dressed in long, flowing clothes like a bishop in the church. He had a tall hat and he rode a white horse with gold harness. He had a servant to carry bundles. We put out our wooden shoes on the doorstep with straw in them for his horse and also to show that children lived there. We wanted to be sure he wouldn't miss us.

He also carried a whip for naughty children. We spread a white sheet on the floor for the presents he brought.

Katrina: Were you ever a bad little boy?

Father: Once I wasn't sure of my catechism but the minister asked my sister the question I didn't know, so I got away with it!

Anna: Did she know the answer?

Father: Oh, yes, she always knew her lesson.

Alison: When is Peltznickle coming?

Mother: He'll be here after the minister goes. Rev. VanBuren should be here any moment now. (knock at door) This must be him now. Good evening, Reverend. Won't you come in, sir?

Minister: Good evening, Mrs. Van Dooran! This looks like a happy family. And Grandma Van Dooran! How are you this fine evening? Hello, Peter, how are you? And the children. Who is this boy?

Mother: This is Johannes, my sister's boy who is staying with us this season, sir.

Minister: How are you, Johannes. Have the children studied their catechism? Let us see!

Who made you, Katrina? (Children give standard answers
from their own catechism.)

Why did He make you, Anna?

Who were the first man and woman, Johannes?

What is the twenty-third psalm, Peter?

Hans, what are the ten commandments?

(Hans stumbles and finally admits failure.)

Minister: Well, I guess Peltznickle will have to whip you
tonight. I'm sorry, Mr. Van Dooran. I think you will
have to keep after this boy.

Grandma: That is a disgrace for our family!

Mother: He tried as hard as he could!

Minister: Better luck next time.

Peter: Maybe he'll change like I did. Last year I got a
whipping and I didn't get any present. I decided I'd do
better. This year I knew my lesson.

Minister: Well, good night. I have many more houses to visit.
(exit) (bumps into someone in doorway) Oh, excuse me.
Merry Christmas! Children, come see who's here!

Peltznickel: Merry Christmas. Were all children good in
this house? Anna? Katrina? Peter? Hans? Johannes?

Hans: I wasn't. I didn't learn my catechism.

Peltznickel: What? Oh, my goodness. Whip him, I must.
Well! Off we must go to see other children this merry
night!

Cries of "thank you" and "good night" and "merry Christmas"
as the children open their packages.

SAMPLE LESSONS

Use for Opening Sentences

PREPARATION

Stories that have already been prepared, organized, and ready for presentation to the group.

PROCEDURE

1. What is the thing we want to do when we face an audience? Answer: Arouse their interest in our story.
2. How can we do this?
 - a. Ask a question of them.
 - b. Say something surprising.
 - c. Say something you know they will like to hear.
 - d. Connect your story with what the audience really is interested in.
3. Think back on your story --

What is the most startling thing about it?
(surprise) -- or
Can you see any connection between what you have to tell and what the audience really likes?
4. Can you formulate a sentence that will get the right effect?

From a sentence on the board guess what might be the real topic:
A great horse race of history
The greatest tea party of all time in Boston
Cornwallis caught in pincer movement
5. Try out the opening sentence on the class.

Does the class want to hear more?
List the selected sentences on the board.

ASSIGN

Tomorrow we will hear the stories in the order chosen for the appeal of the first sentence.

Lesson Plan on Discussion

Note: A social studies period immediately follows the language period and becomes a unit.

AIMS

1. To set up standards for discussion in group work
2. To help all children to know how to join in an informal group.

APPROACH

Bulletin board pictures of life in the country and in the city

PROCEDURE

Start a discussion by an informal reference to the pictures to spark the children's interest and comments. As they get more personal in the views, the teacher might state, "Let's all talk this over. Is it better to live in a city or in the country?"

Call on those who seem to be ready with an idea. Inevitably, some children will try to take control of the conversation, and some will sit mute and watchful, and some will diverge into personal reminiscences. When this happens, the teacher will stop the discussion and ask the class to evaluate the proceedings. "We have been trying to decide whether it is better to live in a city or in the country. Are we still discussing that point? What happened to our discussion?"

It will be noted that some children did most of the talking, some said nothing, some didn't stick to the point, some didn't say clearly what they meant, and some spoke only to the front of the room. In view of these complaints, ask what the class would suggest as ways to improve. List the suggestions on the board. Offer a language book, Improving Your Language,^{1/} as one having other suggestions for improving our discussion. Tell them to read it in their spare time and schedule another discussion for tomorrow.

^{1/}Paul McKee and Annie McCowan, Enriching Your Language, Houghton-Mifflin Co., Boston, 1947, p. 1-8.

SECOND DAY APPROACH

Place on the table the colorful book, Enriching Your Language, by Paul McKee and Annie McCowan. This is pleasantly written and easy reading.

On the board before the children enter, write: "Read Chapter One in Enriching Your Language."

PROCEDURE

In the language period

1. Comment informally on the beauty of the book. Get the children's reactions.
2. Ask what Chapter One had been about. (Discussion)
3. Did it tell how to take part in a discussion? What did it suggest? List the ideas on the board. Refer to page two if necessary.

Rules for discussion:

- a. Take part in the discussion. Tell things that are important for the others to know.
 - b. Help others to take part in the discussion. Ask them their ideas or ask them to answer questions they can answer.
 - c. Listen thoughtfully so that you can hear the important things that are said. Add something to what has just been said.
 - d. If someone says something you do not understand, ask him to explain what he means.
 - e. Talk when no one else is talking. Interrupt only when very necessary.
4. The book gave some warnings also. Did you notice?
 - a. Keep to the subject.
 - b. Be courteous.
 5. What will you say if you disagree?
 6. What will you say if you start to talk at the same time as another?
 7. There are the rules. Let's put them into action. Put the books aside; our aim will be to apply the rules.

Suppose we take as our topic today: "Is it better to live in a city or a town?"

Rule number one says, "Take part in a discussion." We must have something to say. Now, everyone think of two nice things about the city. -- Ready?

Now, think of two reasons why you'd rather be in a small town or country place. -- Ready?

I don't know how this is coming out. Perhaps you'll be convinced that you should change your mind before we're through discussing the question.

If you don't agree with someone, how are you, politely, going to suggest he hasn't come to the right decisions?

Now we are ready to start. I'll begin.

"There are so many educational advantages in the city, I'm sure it is the best place to live. Don't you agree with me, _____?" (Call on one alert child who has shown some distaste at the word city.)

Teacher keeps the conversation going by stepping in when needed, and as a participant rather than teacher.

SUMMARY

When the discussion is obviously over, we may use these questions to summarize:

Was that fun? Let's think it over. What rules did we make work? How can we improve our discussions? Did anyone change his mind?

Lesson Two: Discussion

APPROACH

We enjoyed our discussion the other day. Can you tell me any place you might hear such conversation take place outside the classroom? (Answer: home, clubs, etc.)

RECALL

What did we find we needed to keep the discussion going along? (Ideas; thoughtful listening; questions to others)

What kind of questions do we need to ask? (Those that can't be answered with "Yes" or "No.")

NEW

Today let us see if we can keep the conversational ball tossing around without letting it fall. We'll have to keep listening and thinking about what can be added that is helpful to the subject!

We might talk about --

Improving the looks of our room
or preventing bicycle accidents
or the best or most interesting ways of traveling
or something you wish to talk over.

What shall it be? Will you state your suggestion in a complete question, please?

Choose one good question; write it on the board. Give time to think of two things to say about it. "Toss out the conversational ball." Keep it going.

EVALUATION

What things can the class do to make the discussions better? (Use better sentences; speak distinctly; try to say exactly what we mean.)

APPENDIX B

B3

Age: 11-11

IQ: 81

He is a tall, good-looking boy whose IQ is not believed to be true. Last year he was almost mute, but loving to paint other people or himself in painting lesson; playing with baby toys of which he had a constant supply; ignoring all lessons. He, under doctor's advice, repeated the year under the same teacher. He had always been advanced rather than promoted, due to his behavior and size. It was decided that maybe he needed to know that he was expected to accomplish some work in order to "win" promotion.

This year he reveals at odd moments -- when no one else volunteers the correct answers -- that he knows the right answer. He works spasmodically, and would rather work alone on something he chooses.

He is good at construction and painting but generally needs to copy ideas. He is excellent in science and copying science designs. He loves the encyclopedia rather than library books. He is good at sports.

Explorers: He showed others how to make stand-up display figures. He did a solo part of "Columbus" in the poem by Joaquin Miller, having been chosen by the class for the part because he put the most effective expression into the reading during tryout.

Colonial Group Work: He suggested decorations for the room. Plans were changed to accept his. He made a huge mural but alone. He will work for the group but not yet with it.

He gave a story -- not a language lesson -- in the first clear voice the teacher heard from him in two years -- December 6.

He is beginning to take over and suggest to the teacher what should be done. We accept all of his acceptable ideas with thanks.

The play: Handed the part of the father because it fitted his size, he really made an effort. He tailored, at teacher's suggestion, the part to fit his capacity. Though he half turned his back to the audience and wore a silly smile, he did all right. The audience was "set" to see him fail the job.

He also provided the N.E. fireplace -- working with one girl as his assistant -- and was general "prop man." He is most reliable under these conditions.

He drew a picture on science during an arithmetic period and asked if it could be displayed in front of the room. This was denied him because it was done only for amusement in place of work. It was explained that all others would rate the same privilege and this would disrupt the work. The teacher was paid to teach in the room. This episode was previous to the dramatization work. We made certain he got the deserved admiration for acceptable work.

January seating arrangement: He put himself in center of front row with the other trouble makers. Little B19 looks up to him, and B3 strutted in the obvious admiration.

Biographical Unit: He had the story of Nathan Hale and wrote a good report at home. He delighted in making an excellent drawing of Hale about to be hung from a tree. It caused quite a commotion among the boys.

He wastes most of his time and delights in throwing bits of eraser around the room.

The class began to copy his unacceptable behavior, such as writing only in pencil, and not completing work. For the benefit of the group, it is necessary to remove him to a "class by himself" if he won't "join our class in work." Frequent acceptance of "I'll be good" proved useless. Now he is removed for a session at a time.

Children are openly suggesting ways to stop his interruptions. Parents are complaining of the stories of his antics brought home by their children and suggesting he should not be in the regular classroom because of his bad example.

Though to the teacher he is exasperating beyond limit, supervisors and special teachers comment on his improvement.

Test results show 2 months gain in reading ability; 7 months gain in social studies.

Only three comments of the class on him:

1. He is not half as good as he was in the beginning.
 2. He is better.
 3. He can do things faster and is better behaved.
-

B9

Age: 9-11

IQ: 105

He is a quiet, serious boy given to scowling up from under lowered brows, while he surreptitiously steps on people's feet, or pokes them in the back. He looks with offended surprise when he is corrected for this. He just neglects to hand in his work; always says he did put it on the desk, then finds it in his own if pressed to look. He never asks for help; just does nothing until the time passes and he is found out. He never listens when taught in the group.

Explorers Unit: He seems pleased to take the limelight but steps on others and pokes them until it is his speaking time. He has a good voice.

Colonial Unit: He had a poor written report and was no help at all in constructing the play. Told to be the Judge (father) in the play, he looked pleased but could think of no words to say. Told to thank Mink for introducing them to the Christmas tree, he could only say, "Thanks. It was nice." He behaved more acceptably during rehearsals than he usually did in a group.

January seating: He sat completely away from all boys and girls.

He seems very withdrawn and preoccupied, as though from sorrow.

Biographical Unit: He did the necessary stint without enthusiasm.

February: In making valentines, he made his for his father -- a very poor job quickly finished. He made none for his mother. Asked if he knew the Hallmark slogan, he quoted it but didn't improve his valentine.

B1

Age: 10-7

IQ: 63

The IQ is indefinite because of recent change in type of school. Coming from a parochial, well disciplined school into a freer, independent, social studies situation, he is at a loss. He does what he is told; is very polite; now uncertain. Reverting to helplessness, he found he got attention not given to the independent. Though he learned long division in the other school in the fourth grade, he now couldn't remember

his tables. He came in before school for special reading help using a primer. But he reads his social studies material in school without help. He doesn't talk in class. He has the most tardy marks in the class but always comes armed with an excuse written by his mother.

Explorers Unit: He looked up material but didn't use it. We made him a host to welcome and seat guests and he did it very well. His mother said he was honored with the part.

Colonial Unit: He wrote a good report and read it hesitatingly. He got a passing mark in the check test after listening to others. He didn't learn his lines for the play. He seems to hit a block when it comes to oral participation of any kind. But he is showing an added aggressiveness in behavior to the point of becoming a "troublesome boy."

January: He looked up own material. He shows strange power at silent reading in comparison with oral reading in doing social studies. He spoke a little better.

February: Talk with mother revealed great pressure to be a perfect gentleman. Demanded "Yes, Mother," response. She is worried about his being kept back because of appearances. "After all, it isn't what you know, but who you know that counts," she said. She said it wasn't that her son couldn't do it; he just isn't trying for some reason. She objected to talking about social adjustment progress. She would prefer just drill work.

2/11: B1's voice sounded lighter and freer today. He also got into mischief and had to be corrected.

Class comments on him:

1. He is getting a little bolder.
2. He has a better voice.

B15

Age: 10-4
IQ: 101

He is a solid citizen who works to full capacity; his IQ is surprizingly low for the work he does. Fine in every way.

Explorers Unit: Rather disappointed the teacher by his lack of sense of adventure. He did a thorough, unimaginative story in a solid, unimaginative way.

Colonial Unit: He did a good factual report; took an uneasy part in writing the play, often saying, "Never mind; I didn't say anything," if he wasn't understood perfectly. Seemed distrustful of the suggestions being successful but they were often grabbed by others who developed them satisfactorily. Actually did the best acting quite naturally. Changed his actions at each rehearsal until urged to keep the one the class liked best. Took the part of the boy who didn't learn his lesson and so got whipped on Christmas instead of getting presents. Incidentally, this bit was the hit of the show, and he played it to the hilt.

January: Took a back seat near two of the best students.

Biographical Unit: Worked well alone.

Comment on his own improvement:

"I have improved in reading and writing. I always got a C in writing but this year I have been getting A."

Comment by another boy: He is more poised.

B5

Age: 11-0

IQ: 98

A large broad shouldered boy who distorts his very good-looking face when he speaks. He stutters quite a bit. He often starts to talk, then says, "Never mind. It's nothing." He is well liked by all. He has moved around in and outside town several times. He is a superior athlete.

Explorers Unit: Seems eager for suggestions to improve his work and remembers the least suggestion. He wrote and delivered a good story. While relaxed during practice, he reverted to his old distortions in front of the strangers. He seemed disappointed in himself. His mother asked for an appointment "to tell about my son's trouble."

Later conference with mother revealed that he is most conscious of his body, his size and his sex. He worries about the family getting along well; gets up in the night if he hears voices to be sure all is well.

Colonial Unit: He was elected chairman and did a most thorough job of organizing his group and keeping them working in harmony despite the trials of G6 and B7 and two slow learning girls. He carried out his duties excellently.

In the play, because it was a "natural," he became Peltz-nickel. He got himself the best costume made from a pair of red silk pajamas and a black stocking cap. He even whipped the naughty boy as required in the story. He seemed happy and relaxed.

January: He is becoming a leader. Toward the middle of the month he became surrounded by an admiring group of the slower boys. His mother questioned his veracity in telling tales of another boy's behavior at home. She asked recommendation of an elocution teacher.

1/19: The teacher said, "You're as big as I am. You go get B7 and make him come in line. Don't hurt him though." He made a face and went and brought B7 along.

2/8: The teacher returned from a phone call just before school to find the class fading into their seats. B5 reported at 3:30 privately that B7 had found the teacher missing and put on a girl's coat and started to sashet into the room. B5 put B7 out, removed the coat, and "spanked" him. B5 was quietly thanked.

B5 tries to accept all the suggestions made during learning of poems.

He was voted the one who made the most improvement. He had his mother come and listen to the recording. He waited outside, and didn't reveal his presence until he heard the exclamations of delight.

His handwriting gets too tiny to read at times.

His success seemed to disturb him. He is now using B7 as a stooge for unacceptable behavior -- making suggestions which B7 carries out for him.

B13

Age: 9-10
IQ: 105

Happy-go-lucky boy with a speech defect, rather like a tongue-tie. He does average work and enjoys people. He always grins when he talks. He does atrocious spelling and language work. Someone suggested, "He spells like he talks -- baby-talk." He is the first boy in the room with a girl friend. Nothing seems to bother him at all.

Explorers Unit: He took the speaking part and raced through it wearing a broad grin.

Group work: He gets by with the least work and the most help from all around him. He seems interested in his immediate surroundings only; still impervious to the class as a whole. Took the part of the town crier in the play. Learned his lines but he put no enthusiasm into them. He made no real effort to speak more plainly. He seems unaware of his speech difficulty.

January: He sat at right angles to B5 and directed his whole attention to him. He has to be called three times before he responds, and avoids speaking in class if possible.

He took part in speech drills done through poems because it was made as interesting as possible and everyone obviously enjoyed it.

Biographical Unit: He lost in a very close vote for most improvement in speaking voice.

Only class comment about him was his own:

"I read more books than I used to." These have been biographies.

Fourth grade teacher rated him "slightly better" on nervous mannerism, calm speaking, attitude toward school, and release of tension.

B10

Age: 11-0

IQ: 75

He was advanced to this class from another school where neither he nor his mother had been able to get along. He came with the stipulation that no pressure was to be put on him at home because of his school work.

He arrived on the first day of school under the guidance of his mother, who wanted to be sure he found the right place. He was a pathetic figure, undersized, with large glasses, and a chin that touched his chest. He looked overpowered by the world. When assured that everything was fine and we'd get along all right, he gave the sweetest smile. But all work brought that distraught expression. Getting his chin off his chest became the major project.

"Rules! Rules! There are rules for everything," he once said.

He had to be taught the rules for kick ball, too, and once he had accepted them he became quite a player. Of course, he first swung to the opposite pole of having to be a "hero" -- get a home run every time. Gradually he learned.

Formerly his mother had insisted that any unfinished work at school be finished at home before he be allowed to go outside to play. Hence, he rarely played with the boys in his neighborhood. He was put in the lower group in arithmetic and the lesson was built so that it could be done on time. At first he cried. He had to do ten examples like the top group. The teacher refused to let him and offered to write his mother to tell her he had done his assignment. Later mother reported that he had taken great joy in telling her she couldn't make him do more work because the teacher had refused to let him have any; he was to play out-doors.

Explorers Unit: He did a three sentence story that he delivered at top speed, with lowered head, and apparently complete detachment, beyond a wistful glance at the teacher when he finished.

Colonial Unit: He took for his assigned topic, "Government." It was interesting to hear him report: "The London Company sent the Governor and appointed a council. Each colony had a charter which listed the rights of the people. We all know that a government must have rules or laws. In each colony the voters elected men to meet with governor and make laws. In Virginia, these men were called Burgesses and the assembly was called the House of Burgesses."

In the play he accepted the part of the boy in the house and told what would happen on Christmas Eve in a child-like way. He has difficulty learning and remembering but he is definitely happier in this committee work. He makes the most of the opportunity to talk with the girls; but he admires B4, who makes people laugh. He doesn't recognize that people laugh at B4 instead of with him.

January seating: B10 first sat beside tall B3 and seemed to want to be in this unacceptable-behavior group. He talked out well when seated, but returned to hang-dog air when standing up. He enjoyed the things they "used to do" in the lower grades -- like bringing Christmas toys to school.

1/15: B10 moved to the other side of the room, beside B5 who looks after him. B10 obviously looks up to B5 in every way. He laughs a lot in this group.

2/2: He made great effort to speak well -- holding his chin up requiring greatest effort. Successful.

2/3: Mother and Father came for conference -- disturbed because of D's on report card. After a lengthy conference, apparently accept fact that happiness was necessary for any school success and the boy had made great advancement in this way.

However, B10 became sick the next morning, vomiting and his hand became paralyzed in a clenched position with thumbs locked under the fingers. Doctor said he was seriously dehydrated which caused paralysis. Heart beat was very rapid and fever rose to 103 degrees. Paralysis did not start to relax until about 6:00 P.M.

On the 5th day the temperature was normal. On the 6th, he returned to school. On the 8th, he was chilly and tired at noon and lay down to rest before lunch and slept for two hours. On the 9th day he was taken to the hospital for observation.

Latest report gives rheumatic fever as cause.

B11

Age: 9-8
IQ: 129

A too gentle, weary lad with a high pitched soft voice, and a family-sponsored feeling of superiority that supposedly excuses him from the usual demands that regular students must submit to. Often wears a broad, meaningless grin and answers "I don't know" rather than think of an answer. He seems detached.

Explorers Unit: Remained remote, not trying. Finally forced into a reading of a poem that could be illustrated by another at the same time of the reading. He only half tried; always shrugged and looked bored or ducked the assignment if possible. He offered nothing in its place, however.

Colonial Unit: Still with the bored detached air, he took the job handed him. He practiced well and tried to take suggestions, but in the actual play, while consciously thinking, made many changes that required thoughtful work on the part of his fellow-players. He made no mention of his changes in lines and positions.

January: Returned to his own seating position, desiring no change. Remained there all month.

Biographical Unit: He needed some prodding to get enough done.

He watches the teacher during class work as though hoping to be called on without the need to volunteer. He shows exaggerated relief if someone else is called, and exaggerated resignation if he is called upon. He generally knows the answer.

He still grins pointlessly.

Personal comment: "I've improved in not being nervous in front of the class."

A former teacher noted a slight improvement in calmer speaking and release of tension.

B7

Age: 10-4
IQ: 111

He returned to school October 13, after a bout with a fever. He walked like a wooden soldier, and rolled his eyes instead of talking, pressing his thin lips close together. When he did talk it was in a high, thin, whine about, "Mummy wanted me to tell you ---"

He does no work without special attention from the teacher. His father died before his birth. Mother dotes on him overmuch.

Explorers Unit: He wrote a part with his partner and was chosen to say it. Outside of stepping on neighboring feet and poking others, he did very well in a very limited fashion.

Group Unit: He is the disturbing factor in his group. He would rather play than paint in school, though he has a reputation for being artistic. Now he walks like a boy instead of a toy soldier but it takes an effort.

The aim now is to get him to talk.

He likes to stay after school to finish work.

He wouldn't write a part for himself in the play, and kept trying to get out of sight when we were engaged in composition of play.

He disrupted rehearsal until children complained and had him kept out of the group during rehearsal. Excluded, he became sick and remained at home a few days. He showed up in time for the play, much to the amusement of the group.

January: He lined up in front row with the other misbehaviors. He learns without any apparent effort, and scored well in tests.

1/5: Teacher decided to remove his audience. Coming late for the second consecutive day, he found his desk in the rear of the room behind all others. Children were told why and asked to cooperate. They did very well. His behavior improved.

1/25: Conference with Mother:

1. Other children in neighborhood are not acceptable playmates.
2. He mustn't be kept back because there are some children in the fourth grade that would be bad companions for him.
3. Somewhere along the line someone must have promoted him when he was not properly prepared.
4. At least three times she told that her father had "practiced" in Melrose and was well liked.
5. Suggested a change of schools as the solution because here children laugh at him.

1/26: B7 started pinching girls' buttocks.

2/1: B9 repeated a jingle he heard on television. B4 improved upon it. Then B7 turned to swearing and kept it up until the boys objected.

2/2: He would not write his social studies report. Told to be ready with something for his turn on the tape, he produced one sentence. He was told to give his name and that one sentence. The recording was made. Then teacher said it was rather a pity that, since he had the ability, he would disgrace his family that way. Too bad that, when the parents heard this recording in March, his mother would have to say, "That's my son." Why wouldn't he write a good story? We would give him another chance before we finished the taping. In a half hour more he returned with a very acceptable report and made a new recording.

2/9: He has behaved fairly well except when he gets started with B3. (Last year it was another pal.)

2/18: In class comments he was rated by 5 pupils as "improved in behavior." Two pupils said he was "not so silly." One gave as reason: "He behaved better when B3 was absent and I think it's because B3 gives him more attention, and is his playmate."

His own observation was, "I'm trying to be more poised."

B12

Age: 11-5
IQ: 89

A boy of surprises, serious, intent, dirty, poor looking with a sudden lovely smile like sun after a thunder storm. He watches but doesn't join unless invited. He is rather grateful for crumbs. When offered free milk, said, "But that wouldn't be quite fair, would it?" Assured that we had some to give and would like him to have it, said, "Well, okay," and gave one of his infrequent smiles. Yet his family drives a car. His mother doesn't visit school.

Explorers Unit: He did all that was asked, simply, watchfully, emotionally withdrawn.

Colonial Unit: Did his report as directed but lost it before time for the oral report and couldn't remember any of it. He took no active part in construction of the play but did a thorough job of introducing the scene. He didn't dress up especially for the performance in front of the upper grades.

January: He sat next to B11 but shifts occasionally to other groups, and ended the month sitting rather alone in the middle.

He works when reminded of it. He is getting quieter and dirtier.

Mother made an appointment, then didn't keep it and sent no excuse.

He wrote the following comment about his tape recording:

1. I was less nervous.
2. I was speaking clearer.
3. I was speaking calmer.
4. I stopped on periods, commas, question marks, exclamation point.

B6

Age: 10-3
IQ: 118

He is a sweet little boy whose baby ways disturbed the teacher very much until she met his mother -- who looks and acts just like him. Nothing bothers him apparently; he just opens his big eyes very wide as though to say, "How can you expect a little boy like me to act like a big boy?" He does little but

play. He also lisps and uses very immature language.

Explorers Unit: Given the story of DaVaca, the first man in Texas, it did appeal to him and he seemed to enjoy the gory details after the teacher had helped him see the dramatic effect of his part.

Colonial Unit: After listening to the story of "Day of Work and No Cheer," he remarked, "I didn't hear a part for me." Others had listened to the story only. To everyone else there was a natural part for him in the little boy who provides the only bit of comedy in the play.

January: He sat in the same area as before Christmas. Before the end of the month he had shifted three times.

A talk with his mother started him to work.

Playing the tape made in November, the sound of his voice was diagnosed and a suggestion of changing the way of saying the plosives was made. He tried and was successful. He uses this voice always now.

Biographical Unit: Since he alone was responsible in this unit, with no one to fall back on, he wrote and learned his part easily. Evidently needed this independence.

He commented: "I think I'm behaving a little bit better."

He showed growth in standard reading test from Gates 4.6 (standard 4.6) given in 1954 to Iowa 8.5 (standard 5.6) given in 1955, and Iowa Work Study Skills -- 7.1.

B14

Age: 10-2

IQ: 130

The most all-round successful boy in the classroom: democratic, liked by all, likes all, offered all honors, star athlete, successful in all he does except writing, which shows an unexpected tenseness. Home standards are high; he feels the need to live up to them. He has a great sense of responsibility.

Explorer Unit: Wrote and spoke the piece in the play.

Colonial Unit: He is as good a follower as a leader of the committee. Does everything he is asked to do very well; a mere suggestion sets him off. Perhaps the best all round

worker with a high IQ that the teacher ever worked with. Handed the father role by the group, he did excellently, telling his story better than anyone in the group could have done and providing himself with an excellent costume.

January: Sat in his usual rear seat and liked it there. Wanted to be near Bll.

February: He started losing his outstanding supremacy in the class as others improve. He hates to be absent, so twice has returned to school before he has fully recovered from virus infections.

He is playing more mischievously with others, but doesn't neglect his work.

His handwriting has improved greatly.

B4

Age: 10-1

IQ: 111

A thin, small, white faced, nervous boy who demands the attention of an audience. He rolls his eyes and scratches his head and back while he struggles for words to express an idea he has not thought out. He struggles to fill the pauses in thought with ah-ah- and scratches, with eyes rolling, and facial distortions.

Mother says he has had nightmares all his life. He is most tired on Monday. Gets nervously erratic and exhausted in competitive game in class, like relay games in physical education. Slow in doing work, he seems to use the excuse of "playing" and "not trying" to cover up inability to work.

After serious talk with the teacher he says he tries. He must be watched constantly. He tries to read the teacher's eyes as she talks to him. He has much hip action when he walks.

His favorite expression: "I was going to but ----" (something always impossible).

Explorers Unit: He shunned preparing any part. Handed a compulsory "Marco Polo" piece, he wouldn't write it until put in a private room. Then he lost his papers. It was rewritten for him by the teacher. Finally he came through the speech, but the words were raced. He wanted to record it privately after school.

Colonial Unit: He was out during the mural painting with grippe. The group was working for rewards and he was trying to cooperate. Yet he wouldn't write his "Part" until he got the personal attention of the teacher. He had no social studies report at all.

In the play, he finally managed to learn his part but he said it on stage with his eyes downcast in startling contrast to his usual eye-rolling.

January: In social seating, he first moved his desk close to the smartest, most successful boy in the room. He shifted several times. At the end of the month he was in the front of the room. Some days he needs to sit very close to others.

2/1: He has shown the greatest behavior improvement in the class. He does his work successfully and regularly. He likes to stay after school to help. For some reason, he hates to go home. He likes to do things for the class, like making our valentine box. He loves the appreciation of others, and is getting it now in worthwhile acceptable fashion.

2/2: While taping the voices he helped with mechanical suggestions that were needed. He had his report ready on time.

Eleven children commented on his behavior:

8 said he was better behaved.

3 more added he was less nervous.

One commented: B4 has improved quite a bit. He doesn't seem to want quite as much attention and he isn't quite so nervous as he was at the opening of school.

On the standard tests he made

1954 (Gates)	6.0	(standard 4.6)	/ 1.4
1955 "	7.4	(" 5.6)	/ 1.8 (Iowa)
1955 Work Study	7.8		

B2

Age: 10-2

IQ: 117

This personable boy is not living up to his IQ. He sits often stretched out in a reclining position at his desk, tense rather than relaxed. He changes his position when the teacher looks at him. Smiles readily; talks to his neighbors often; at first seemed not able to do the expected work. Mother's comments brought tears to his eyes and better work. He often wears a bewildered expression.

Explorers Unit: Worked with B3 in doing the poem on Columbus. He offered to let his partner take the explorer's part so he could do the poem.

Colonial Unit: He was the outstanding playwright of the group, and was watchful that everyone had a speaking part. He helped direct the play. He really enjoyed the work.

January: He seated himself near center with a group of boys and girls. He is the first to select a girl partner.

Biographical Unit: He had a difficult subject to find. He asked for and received help on the selection of a book, then did well by himself.

His posture had improved until nearing February vacation. He slips into reclining position when a new subject seems difficult.

No child commented on B2, but his fourth grade teacher rated him "much better" in calm speaking, attitude toward school, and attitude toward authority.

B16

Age: 9-11
IQ: 106

A quiet, average sized boy with reddish hair and freckles and the habit of blowing bubbles with his saliva in an absent-minded manner. When corrected he blinks long lashes as though his lids were too heavy to stay open and his mouth just hangs open. Loves everything about the room but the work. He reads orally very well but neglects to write anything. He just "forgets" his number facts.

He is frequently absent on Monday. Mother says he is just too tired to come; hints at family trouble with the father being too strict. She says, "We avoid situations that might cause trouble," like showing the report card or poor papers.

Explorers Unit: He did little writing, but learned a short poem on "Directions."

Colonial Unit: He gave a very good, well written report. In the play he wanted and got the part of the magistrate that scolds the people for celebrating Christmas. He put a lot of enthusiasm into his voice and actions, but couldn't suppress a grin while he scolded. He knew his lines fairly well but

forgot them when he stood on the stage even during rehearsal.

January: He lined up with the trouble makers. He began to get really bold -- making noises to cause laughter, dropping things often at strategic moments and blinking vacantly as though to say, "Why do you accuse me?" It became necessary before the end of the week to remove him from his selected position because he helped disrupt the work of the class.

Biographical Unit: He didn't work very well.

2/8: When notes of failure were sent, his was addressed to his father. Father called and explained he wanted Bl6 to improve; the mother was ill, and believed in different control of children. He will check on his son regularly.

The boy started to do better.

Two pupils commented:

1. He is easier to get along with.
2. He has improved a lot.

A supervisor rated him "much better" in nervous mannerisms, attitude toward school, and attitude toward authority.

B8

Age: 9-11

IQ: 84

Promoted on trial, this lad has not the background for our informal, self-responsible work. He enjoys watching the others work. Faced with return to the fourth grade, he chose to stay and be tutored outside of school with possible repetition of the fifth grade. He looked more happy once the decision was made.

Explorers Unit: He did little work and lost out to his partner for the speaking role because of inability to learn the part. He suggested a poem we had learned as the one he wanted to say. He did it well.

Colonial Unit: Taking one of the children's parts he learned difficult lines very well and always knew his cues. Showed greater freedom of movement around the room and ease of restrictions. He seems to enjoy himself now.

January: He is being tutored but shows no great improvement as yet. He did write his report and learned it for social studies.

2/2: Taping showed a livlier voice.

2/18: Pupil comments:

1. He is playing around and he never did before.
2. He is doing better in arithmetic.

G4

Age: 10-0

IQ: 92

A prim lass, shyly bold enough to tell on the first day that she was "different" -- she was born in England and lived there during the war. Her father was an American soldier who had married an English girl. She had gone to school here all her life but clung to her "Difference." She is immature, by our standards. She wants to help but asks for directions every step of the way. She never makes up her own mind. She asks if she can dust the room; then cleans one object and asks what to clean next.

Explorers Unit: Lost out in the contest for the speaking part. While several others in the same position chose to say one of the poems we had learned as a class, she wrote a poem and recited it to the class. It was brought into class from home. Mother might have helped.

Colonial Unit: She worked on her report but kept her chair and desk away from the group, her back half turned from them. She offered no help in writing the play and the others gave her the part of Grandmother. She had one line to say and worried a great deal about her costume, although we had in the beginning decided what was to be worn.

Biographical Unit: She was present 2 weeks only, then absent because of whooping cough. Upon return, she wanted the attention she got at home. (She had kept up with her studies.) She refuses independence.

G1

Age: 10-5

IQ: 89

Added to the cross of twins-brother and sister -- a year younger and demanding more than their share of attention, she is hard-of-hearing. She has a pale, thin, tense face. She is

tight-lipped and very apt to look with distrust and dislike at those around her. Needs to be loved and befriended.

Explorers Unit: Although she worked with G2 in writing and obviously couldn't have accomplished the task so well by herself, she very much needed to win the speaking part. The class couldn't decide which did better. Drawing lots didn't help the situation. G1 won and wouldn't give up although G2 couldn't accept the situation. The teacher tried to let them work it out themselves but finally had to step in. G1 took the part with enthusiasm.

Colonial Unit: She worked well in the group. She has made friends with G13 and they do all their work together -- regardless of honesty. She looked as though she did not expect to get a fair deal. When quickly assigned a role to write for herself, she reacted very well. She looked more relaxed and happy.

Placing her chair where she chose to be, she moved down near the teacher and a bit alone. She tries very hard.

Biographical Unit: She does more than expected of her. She looks tired and earnest but not distrustful now.

There were 3 pupil comments:

1. She has improved in arithmetic.
2. She has improved in agreeing with people.
3. She is doing much better.

Her own comment: "I think I have improved better than last year."

Supervisor rated her "much better" in attitudes and mannerisms.

Adult comment: "That child's expression makes it hard for me to like her. What is her name?"

G12

Age: 9-10

IQ: 83

A large blond girl who doesn't put enough effort into anything, she has an expression that seems to say she ought to get more credit for things she does. She looks envious of others.

Explorers Unit: Lost out in the story of the explorer but she chose to say the most difficult poem we had learned. She did

it excellently.

Colonial Unit: She, being the largest girl in the group, was naturally assigned the part of the mother. She spoke her lines very naturally, seeming very pleased during the whole time. She entered into the part very well, adding many touches as she went along. She was one of the seven in the whole class that wanted to be introduced personally to the audience by walking down center and taking a bow as is done on a favorite television show.

January: In the socio-seating, she teamed up with three girls of equal ability, down front near the teacher. She does nothing alone if she can get help.

Biographical Unit: She couldn't get the point of the story and tried hard to get the teacher to write it for her, not being content with suggestions. After the pointed questions were answered she would still say, "Yes, but what will I write?"

G7

Age: 10-4

IQ: 133

Tall, slim, a constant happy, irresponsible attitude, she cares only for G2 and herself. She repeats careless errors in arithmetic such as copying the answer into the margin incorrectly or not at all, and then asking, "Well, does that count?"

She talks constantly, in natural voice, to G2, ignoring all admonitions.

Explorers Unit: She did a beautiful job of writing in the mood we desired and lost out in the oral part. We utilized her drawing ability in having her illustrate the "House with Nobody IN it" while it was read by B11. There was no improvement in group behavior.

Colonial Unit: In the same group with G2 under G3's leadership, she took no responsibility for the success of the group. We gave her the lead in the play which called for a happy, laughing woman, with many lines to say. She learned easily and did well but made no effort to coordinate the work of the group.

She did not take home the letter of accomplishment we sent to mothers.

In the seating arrangement, she chose to sit beside G2 and

became such a nuisance that a change was mandatory for the good of the class. This isolation has been good for her.

Biographical Unit: She worked by herself and has become self-sufficient.

All her work has improved.

It would seem that she respects a firm hand and while she looks "down" from her height on the teacher, there is friendliness instead of annoyance in her glance. She is now nearly top of her class, is calmer, and more assured. Becoming an ideal pupil.

2/18: Pupil comment --

1. G7 does not talk to G2 as much.
2. She has very much improved in self control.
3. She has done much better.

Her own comment: I think I've improved a lot in arithmetic; in being able to stand in front of the class; and, since Christmas, in self control.

G16

Age: 10-6

IQ: 124

The best liked and most well-adjusted child in the room. Unassuming, charming, she is the perfect youngster.

Explorers Unit: As to be expected, she did a flawless job.

Colonial Unit: She worked well in the group. It was surprising to find that she needed training in greeting guests at the door and in living room behavior. She did not project herself in her role as the lady of the house.

In seating, she was the center around whom most girls tried to get, but she seems not to care what is done around her. She takes things as they come.

Biographical Unit: She did a well organized story. Success comes easy and is accepted without enthusiasm.

G9

Age: 9-9

IQ: 114

She is the enigma of the teacher's career. Her face expresses no pleasure in anything. Slow acting, her large, beautifully shaped eyes gaze long and quietly in response to the spoken word. She speaks after long deliberation. She comes from a very talented family -- musically. Mundane affairs are quite beneath her consideration. Her attitude seems to be that she shouldn't be asked to do what ordinary pupils do. She is not clever in any school work.

She has a hearing loss.

Explorers Unit: Gave a poem "Do You Fear the Force of the Wind" with correct emphasis.

Colonial Unit: During this month, she was asked to be a chairman of a musicale held by the joint fifth grades. She signed up several performers, then announced that she wouldn't play herself because the piano needed tuning and would only ruin anything she would play. Whereupon the other piano players refused to play and she just neglected to tell the date of the performance to a few horn players, much to their disappointment.

In the play for her group, she frequently complained that her part did not have enough lines to say. She complained about it often, mostly at odd times such as when classes were passing or in the middle of the arithmetic lesson; rarely while the script was being practiced.

After the musicale failure, a talk with the teacher called to her attention the duties of a chairman as the class had developed them in social studies. The carry-over was indicated. She accepted the suggestion.

A Christmas card to the teacher from her parents said, "Thanks for the guidance you are giving our child."

Biographical Unit: She seems more cooperative, less baleful. Her hearing loss accounts for most of her inattention, for she smilingly puts away her things or gives her attention when the need is made clear to her. She is getting friendly.

G11

Age: 10-9

IQ: 117

A tall, old-fashioned looking girl undergoing unsettled conditions at home, she doesn't fit too well with the others. She is apt to look after them rather forlornly. She is a clever, efficient worker.

Explorers Unit: She was absent during the research and writing period but put so much enthusiasm into telling the part that she won the speaking assignment. She seems to need to win the best place.

Colonial Unit: Originally assigned to do the leading of the carols in singing around the tree, she substituted for G15 who had left for Florida. She accepts every suggestion and really acts with finesse.

January: In the arrangement of seats, she put her desk away from all others but in the center of the room.

About this time her father (divorced and remarried) arrived and the family was upset. The aunt did the calling to the school.

During March of Dimes, she said she couldn't return the envelope because "My father didn't send any money, and we haven't enough to get along on."

She got a boy friend, which helps.

Biographical Unit: She works thoroughly and as though burying herself in her work. She is very successful in her studies, and came out with top honors in test. She accepts every suggestion avidly. She has gained the respect if not the love of others. She doesn't seem to want it at present.

One comment of a pupil: "She has improved on the tape recorder. She talks with expression and she is so understanding."

Her own observation of others showed insight into the problems of others and innate kindness.

G2

Age: 10-1

IQ: 115

Pigtails, with streaming ends of hair flapping in her eyes, she is assured, poised, leader of her class. She affects a startled-pony look as though she were to gallop away from any idea. However, if the teacher turns to another for the answer, she quickly gives the correct answer. Scoffed at another who didn't make the top group in arithmetic, but she made the second group herself because of careless errors which she laughed off, saying, "Oh, I know; I just didn't put it down." She is practically inseparable from one girl. Their talking together is most annoying, as they don't bother to lower their voices. They glare at the teacher for any interference with their pleasure.

Explorer Unit: Teamed her with one girl who needed help. They both worked well together in research and writing, but both demanded to have the speaking part. Even compromise of choosing straws was not acceptable after they chose 3 out of 5 times as the other girl won.

Peace was effected by assigning her as announcer in the class production. She had also attained the top group in arithmetic and took part in the demonstration of long division.

Colonial Unit: She worked with G3. Although good at studying, her talking did not help her group attain any points. She had also acquired a boy friend. Their interests often conflicted with the interests of the group work. She tended to blame the others for lack of cooperation.

In the play, she took the part of a severe Puritan. She tried hard to act the part well. She had a headache the day of the play and was absent -- the first absence of the year, and for one day only.

In seating, she sat beside G7 and talked until forced to separate.

Biographical Unit: She did well.

In running the tape recording she proved most efficient. She is a good B pupil trying to be A. She is gradually losing her leadership due to the adjustment of the higher IQ's to logical place. She doesn't seem to mind because she is used in more varied situations.

Pupil comment:

1. She is less talkative.
2. She has done better.
3. She does not talk as much.

Her personal comment: I think in the past three weeks I have improved in self control.

G8

Age: 10-1

IQ: 111

A pudgy faced blond, she affects a bewildered expression and silent manner. It is hard to know if she really is as stupid as she pretends.

Explorers Unit: She dodged all assignments until finally, in a thorough check-up of parts, she was forced to admit that she had none. Then she said there was nothing she wanted to do. Forced to get something, she finally did but had to be watched daily to take her place.

Colonial Unit: Again needing to be made to accept responsibility for an assignment, she was handed the job of introducing her group to the audience. A meager introduction -- but all her own -- was accepted. However, when the leading lady became sick on the final day, she stepped into the role, memorized, and did it very well. Perhaps she has to be "Leading lady" or none at all.

January: She is with the group but not quite of it. More attention from the teacher gets demanded response.

Biographical Unit: She gave an acceptable story done with the same bewildered expression before and after.

February 8: Father arrived for interview at 8:30 unexpectedly. He said his daughter won't play unless she is boss. She has a "terrible disposition at home," and "can't get along with anyone unless she is queen of the situation." He asked to have pressure put on her to do her best. She is "surprisingly smart" at times.

February 9: G8 arrived early and in a very friendly, outgoing mood. She has taken part actively since.

February 18: Two pupil comments:

1. She is doing much better work.
 2. She can stand in front of the class better.
-

G13

Age: 10-1

IQ: 75

A pretty, sweet child, she finds it difficult to learn but tries very hard.

Explorers Unit: She learned her lines and put in the most enthusiasm of the whole cast.

Colonial Unit: As a guest arriving at the Christmas party, it was discovered that she was completely untrained in greeting a hostess. She gave a good account of what her mother says when her aunt comes to call but stated that the children are supposed to disappear as soon as they have said hello. She learned very willingly and looked at ease and happy on the stage.

January seating: She chose a seat with 3 comparable achievers down front near the teacher.

Made sudden grasp of arithmetic and feels better.

Biographical Unit: She worked conscientiously but tried for quantity without getting to the point of the story.

February 2: An interview with Mother disclosed overambitious parents. Mother is a quick-moving woman lacking a desired education; father is planning on college for G13. "It's not that she can't. She just is too lazy to try."

February 4: She was voted as the girl who made most improvement in speech by the class.

G10

Age: 10-0

IQ: 95

Hard of hearing, she takes lip reading lessons from a special teacher. She needs much reassurance and special directions. She tends to keep withdrawn from the group but loves to play.

Explorers Unit: Poor in research and reading, her story was not very good and she chose to say the poem we had learned, "Boats Sail on the Rivers."

Colonial Unit: She has to be watched carefully in order to keep her working with the group. At any opportunity she sidles out into her own private world. Even when it came to poster painting or getting into the play, special attention was necessary to keep her with the others.

Seating: She chose a seat center front near ones who said, "Sit here." She took lines of least resistance.

Biographical Unit: Easily detoured into playful activities, she has shown more self-reliance. She has surprising color in her voice for one of hearing difficulties.

She seems more resourceful.

There was no comment by the class but a supervisor rated her: nervous mannerisms, the same; slightly better attitude toward school; much better attitude toward authority.

G3

Age 10-6

IQ: 96

A slim, pretty girl with big, dark, shy eyes, she looks frightened if she thinks she is to be called upon. She stands very still, with wide, staring eyes before answering anything, even "good morning." A "B" pupil in written work, Mother says she cries at home if she makes a mistake at school, although no pressure is put on at home for A grades. She was a thorough, careful, though slow worker.

Explorers Unit: Her teammate won the speaking contest in a close decision so the teacher ASKED her to concede the victory because we needed a hostess to greet and seat the guests. After a practice lesson in which many children participated in being guests and host and hostess, she was happy in her assignment. She did a fine job.

In the second half of the program she announced the arithmetic demonstration lesson in which the top group of arithmetic participated. She is happy to work when she understands what to do and what to say.

Colonial Unit: We selected her to be chairman and the committee

revolved around her. She enjoyed her importance. Since the rules of chairmanship were defined and printed on posters, she felt secure in her work.

Her release from fear of error occurred in class. One day in trying to lead a class in discussion, recording their words on the board instead of the ones the teacher had hoped they would say, the spelling got all mixed up. The teacher laughed it off, made the numerous corrections without embarrassment, and was delighted to see that G3 was sitting back in her chair, relaxed, and laughing heartily with the class as they all helped the teacher write what she should. It was just what G3 needed.

G3 was helpful in conducting the play. She does well in acting a part. She looks happier.

January: She joined the ones she was with in December. Later she changed to the edge of the group and ended up nearer the boys. Most of her glances were directed toward the boys.

She is slow to grasp a new idea but works happily when she knows what to do. She is changed in her constant expression.

Biographical Unit: She did a good job by herself.

G14

Age: 11-6

IQ: 86

A pretty, little girl, repeating the grade, she fits in well with her new classmates. She was tutored all summer and is to continue with the tutoring three days a week. She has a new attitude toward her work. In all other grades she had just been "advanced," rather than promoted.

Explorers Unit: She worked with B7 on writing the piece. Finds it hard to memorize; can write only the simplest of sentences. He won the speaking part but she prepared it also "just in case he can't do it."

Colonial Unit: She is doing much better. She has many valuable suggestions. She remembers something of this unit from last year and has a new air of assurance about her. She wrote and learned her very meager part painstakingly and with delight. She is the most cooperative in her group.

January seating: She read the directions on the board and

moved with authority to explain to others what they meant.

She told the teacher after one success: "I'm glad you kept me back. I do so much better now. I know what I'm doing and I've a better chance to get along in the sixth grade and the rest of them."

Biographical Unit: She gave a good report.

A repeater, she showed very satisfactory improvement.

On Iowa Silent Rd. Test -	1954	rated	3.0	(standard	5.6)
" " "	1955	"	4.9	"	5.6)
Iowa Work Study -	1954	"	3.3	"	5.6)
" " "	1955	"	5.8	"	5.6)

G6

Age: 9-11

IQ: 119

Small, sober girl who rarely smiles, she is considered by teachers and parents to be one of the most trying children imaginable. She speaks always and too often in a thin, high voice with the effect of an electric shock. When she wishes to say something nothing and nobody can stop her. She says what she wants, when she wants to, appropriate to the occasion or not. She gets along very disagreeably with the other children. Overly fond of a younger brother; pats his empty jacket when she passes it in the hall.

During a school-wide competition for designs for Christmas windows, she declared her brother was lucky to be in the hospital because that way he wouldn't be disappointed in not having his design chosen.

Explorers Unit: She took the speakers part but did a very poor writing job, having spent most of her preparation time in disagreeing with her writing mate. She collected many books but didn't read them; just refused to share them with anyone. She spent much time daily in this same pursuit of collecting, arguing, fighting, and not writing. She resented any suggestion that she use one book at a time.

Colonial Unit: She wanted to be made the leader. The children elected B5. She gave him a bit of trouble but finally came through when it came to writing the play. In this she is rather skilled. When the group was ready to practice alone, B5 was monitor of the group and G6 and B2 were assigned as

producers. She enjoyed the authority and was the one who complained most vigorously about B2's lack of cooperation. Their play was most successful from all standards.

January 8: She received a 90 in arithmetic and rushed to the teacher to announce, "Look, it's the highest mark I ever got. I'm doing better this year. Last year I had to see the psychiatrist. This year I'm doing all right by myself."

January 11: She got another good paper and said, "I did it again. I'll have to write myself a note. I often write myself a note when anything happens, especially when it's something I like. And do you know, I never knew it before, but my father writes notes to himself too. Isn't that funny? I did it but I never knew he did it." The teacher said, "G6, what part of you doesn't know the other part of you got a 90?" She looked surprised and said, "Oh, I don't know. I just write myself a note." The teacher said, "Just let me congratulate you. Perhaps you won't need to write to yourself. I'm very happy you've done so well."

"O.K.," she said. "I guess that will do." She sat down but found excuses to come for more reassurance three times in a half hour.

February 2: Teacher lost a valued tape recording and got upset. Then later it was found.

G6 was chosen by a boy at the beginning of a game (not as a last choice). She wrote with ink on the back of one hand, "A boy chose me today," and on the back of the other, "Teacher was lucky." Two major events!

Her voice is quieter and, on some days, is used less often. Yet it is sometimes necessary to correct her 3 times in 5 minutes when she is determined to have her way.

She has improved in behavior. Her work -- despite her 119 IQ -- is just about grade level.

5.8 Silent Rd.	5.6 Stand.
5.7 Work Study	5.6 Stand.

In her comment she said, "I think I've been good."

G5

Age: 10-6

IQ: 127

A tall, large girl, she talks baby-talk and talks always.

She feigned hard-of-hearing and constantly asked, "What?" looking bewildered. (Hearing test of spring 1954 gave hearing loss of 20db but fall of 1954 showed none. This was corroborated by physician.)

A talk with her mother cured her of this trying habit, very suddenly. Middle of a large family, she seems to envy the babies who get attention. She is a constant irritation in a class to regular and special teachers and classmates. She insists on having something to add to every single thing said in the room. Most of it is irrelevant or repetitious and given in a thin, high toned lisp.

Explorers Unit: She made an effort to write well, and delivered the talk suitably. She was amazed at her "childish" voice on the recording.

Colonial Group Work: Chosen chairman, she made an effort to be efficient because "I'll lose my job if I don't behave." She made suggestions for the better behavior of the group. Her group turned out to be the most cooperative as far as behavior went.

In arranging the play, she was constantly trying to take the spotlight away from any one who had it at the moment, and then changing her mind. She introduced the group and kept asking for "more words to say." It was necessary to teach her how to move with less hip-motion.

Follow-up: In January, in the first story she told in front of the class it was noticed and remarked that G5 stood still while she talked and she spoke in a clear voice without a lisp.

January: While she talks almost as much, her baby-talk has vanished but her voice is still breathy.

She came out at top of her class in standards test.

Our aim: to get her to use her own brain for thinking, as well as learning.

Biographical unit: She gave a suitable report.

Only one child commented on her, stating she has improved. But two teachers rated her much better in all categories.

G15

Age: 10-5

IQ: 112

G15 joined us in the first of November, having been attending school in another town while her parents closed up the hotel they had run for the summer. She shows the poise and assurance acquired in being around the hotel all summer, apparently a pet of the guests.

She had no part of the Explorers Unit; it had been completed before her arrival.

Colonial Unit: She worked with enthusiasm in the group. She is clever, imaginative, and ingenious. She loves to "manage" things. She had an important part in the play but left for Florida before the performance.

January: She returned late from vacation. She told a few stories to the class. She would have liked to take over more time, but it did not fit our schedule, though it might have helped her prestige.

She does second rate work because she would rather use imagination or her own ideas than facts.

She is content with "surface success."

Biographical Unit: A good report was spoken with assurance.

Two pupils commented that she does much better work.

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