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Affective Learning in an Inner City School: An Experiment in Developing Positive Peer Relationships and Their Long Term Affect

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AFFECTIVE LEARNING IN AN INNER CITY SCHOOL:

AN EXPERIMENT IN DEVELOPING POSITIVE PEER RELATIONSHIPS

AND THEIR LONG TERM EFFECT

BY

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CHAPTER I

STATEMENT OF THE PROBLEM

I am in agreement with Chase, when he says that "...the social and emotional development of children is as much the business of public schools as are reading and writing and arithmetic."[1] Indeed, my experiences of last year proved that the social and emotional needs of my third grade students had to come first,[2] in order that any learning in the basic subject matter could occur. In view of this situation, I was pleased to come across a quote of Rothman's, in which she states: "One of the purposes of education for teachers as well as for children should be to learn how to feel, how to cope with feelings, and how to affect change in an imperfect society, as well as how to read and write and calculate."[3]

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[1]Larry Chase, The Other Side of the Report Card: A How-To-Do-It Program for Affective Education (Pacific Palisades: Goodyear, 1975), p. xi.

[2]Teachers spend at least half their time dealing with the social and emotional concerns of their students. Interaction analysis data on student-teacher verbal behavior consistently support the idea that teachers spend much more time than they think they do dealing with problems related not to academics, but to order, control, following directions, and the like. Ibid., p. 2.

[3]Esther P. Rothman, Troubled Teachers (New York: David McKay, 1977), p. 59.

During the first days of the 1977/8 school year, I detected more than the usual amount of trouble in my class' peer group relationships. There seemed to be an overabundance of hitting, kicking, pushing, name-calling, crying, compulsions, temper tantrums, etc.[4] It seemed that no one child seemed to be special friends with anyone (subsequent testing proved this to be a fact).

I was not the only one to have observed this phenomenon. Four other third grade teachers complained daily about playground difficulties concerning my pupils, as had the cafeteria workers, the lunch playground supervisors, the librarian, the specialists, and the after school playground director. Numerous complaints from the neighborhood, concerning my students walking to and from school, caused a number of referrals to the office. Also, the counselor talked individually with my pupils about their misdeeds, more than those pupils from any other classroom. (A case in point: in one eight day period, alone, seven of my students were suspended for separate, serious, offenses.)[5] Needless

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[4]For a good discussion on attention-getting behavior, read: Roger W. McIntire For the Love of Children: Behavioral Psychology for Parents (Del Mar: CRM Books, 1970), Chapter 8.

[5]The suspensions were for the following reasons: (1) Andy brought a lighter from home, and, during recess, started a fire in the boy's bathroom; (2) Lolo made an instant reputation for himself when he laid out a big fourth grader with one punch to the mouth, which required a number of stitches; (3) Joannie and Monique were in a knock down, drag out fight; and (4) A dog wandered onto the playground one day, and, as always, this caused an uproar equal to the Martians landing. Derek, Ernesto, and Andy took it upon themselves to chase the poor thing away. The only trouble being that they merrily chased it for an hour and 20 minutes, up and down all the neighborhood streets. Naturally, this caused quite a commotion in the community. (Dogs at school apparently have the same wierd effect on high school children. For an hysterical account of same, read chapter VI in James Herndon's How to Survive in Your Own Native Land (New York: Bantam, 1970), pp. 44-48.)

to say, my pupils were time consuming for the staff as well as the neighborhood. If only for these reasons alone, something needed to be done about their relationships with others.

After several weeks went by with no apparent signs of improvement noted, I decided to administer a sociogram, to find out where the problems seemed to lie. The results were not promising.

In addition to the results of the sociogram, I began obtaining oral information from teachers who had worked with a few of these children in the past, and written information through the slowly arriving mail (from other districts and states).

Judging from both observation and testing, as well as their individual histories, the children participating in this study had much need of an affective education program. It became apparent from the pre-tests that these children showed a decided weakness in the area of self-awareness and inter-personal relationships. It was evident that the student's concepts, their relations with others, the opinions they professed, the values they cherished, and the beliefs they espoused, had all but been ignored, heretofore. Indeed, several children in room 8 had such soft voices, that I had difficulty hearing them even with my ear to their mouths, while the majority of my students used shouting as the normal mode of communication.

Many studies affirm the position that self-concept is related to achievement in school, that this relationship is evident as early as the

first grade, and that learning difficulties experienced in early years persists.[6]

Research shows that, in general, children who are most likely to be accepted as peers are more friendly and sociable than those who are hostile, unsociable, withdrawn, or indifferent.[7] Similarly, children who are intelligent and creative are more acceptable than those who are slow learners or retarded.[8] In view of the above, and judging from the sociogram and social acceptance tests given to my students, room 8 had a rough row to hoe (refer to Tables II and VI).

Prado[9] clearly illustrates the shift from family to peers, during the transition from middle childhood to adolescence (which begins in the third grade). At this time, the children's need for acceptance and approval is satisfied mostly by his/her peer group. Cohen states that

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[6]See Ann Elizabeth Wonsiewicz, "The Effects of Within Class Reading Grouping on the Self-Concept of Third Grade Children" (Ed.D. Dissertation, Lehigh University, 1976), the results of which show significant differences in self-concept among high, middle, and low reading groups; Barbara Dianne Chuchens, "Relationships between Affective Measures and Reading Success of Low Income Black Children" (Ed.D. Dissertation, The University of Florida, 1975) shows a significant relationship exists between success in reading and self-concepts; and The North Carolina Advancement School treats underachievement by attempting to improve the status of the psychological factors underlying it. North Carolina Advancement School, An Interim Research Report, Summer, 1970.

[7]R.D. Tuddenham, "Studies in Reputation: III. Correlates of Popularity Among Elementary School Children," Journal of Educational Psychology 42 (1951): 257-276; G.H. Smith, "Sociometric Study of Best-Liked and Least-Liked Children," Elementary School Journal 51 (1950): 77-85.

[8]Study by Gallagher (1958), cited by Guy R. Lefrancois, Of Children: An Introduction to Child Development (Belmont: Wadsworth, 1973), p. 295.

[9]W. Prado, "Appraisal of Performance as a Function of the Relative-Ego-Involvement of Children and Adolescents" (Ph.D. Dissertation, University of Oklahoma, 1958).

as soon as they can, children turn to the important job of finding a
place for themselves in the group and making special friends. "Even
though traditional primary grades have given little recognition to the
children's readiness and need for group involvement, either by guidance
and support, or by assimilating the group process into curriculum
structure, the children's personal struggle with group life continues
with undiminished intensity during this and later years of school
attendance."[10] Postman and Weingartner further state that: "The <u>basic
function</u> of all education, even in the most traditional sense, is to
increase the survival prospects of the group. If this function is ful-
filled, the group survives. If not, it doesn't."[11] Further studies
show that the development of a favorable self-concept is in direct rela-
tionship to how the child thinks others perceive him/her.[12]

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[10]Dorothy H. Cohen, <u>The Learning Child</u> (New York: Pantheon, 1972),
p. 146.

[11]Neil Postman and Charles Weingartner, <u>Teaching as a Subversive
Activity</u> (New York: Delacorte Press, 1969), p. 207.

[12]John Donne's statement that "No man is an island," immediately
comes to mind. Horowitz found that children who were rated unpopular by
their peers tended to have a derogatory self-concept; Coopersmith has
corroborated these findings with studies of junior high school boys, as
has Coleman, with high school children. F.D. Horowitz, "The Relationship
of Anxiety, Self-Concept, and Sociometric Status among Fourth, Fifth,
and Sixth Grade Children," <u>Journal of Abnormal and Social Psychology</u>, 65
(1962), 212-214. Stanley Coopersmith, <u>The Antecedents of Self-Esteem</u>
(San Francisco: W.H. Freeman, 1967). J.S. Coleman, <u>The Adolescent
Society</u> (New York: Free Press, 1961). In addition, many books review
the self-concept literature, and spell out the implications of the liter-
ature for educational issues. Among those are: Donald E. Hamachek,
<u>Encounter with the Self</u> (New York: Holt, Rinehart and Winston, 1971);
Walace D. LaBenne and Bert I. Greene, <u>Educational Implications of Self-
Concept and School Achievement</u> (Englewood Cliffs: Prentice-Hall, 1970).
Two non-fiction stories which point out this relationship, are highly
recommended: Virginia M. Axline, <u>Dibs: In Search of Self</u> (New York:
Balantine Books, 1967), and Eleanor Craig, <u>P.S. Your Not Listening</u> (New
York: Signet, 1973).

The peer group has several important functions beyond those implied above.[13] It has been found that the predominant academic values of the schools are transmitted via peer groups,[14] as well as the formation of sexual values and attitudes appropriate to the peer group.[15] There is ample evidence that prolonged membership in a group makes its members more similar by bringing their values and attitudes into closer correspondence.[16] Room 8 definitely needed the positive interaction that membership in a group would afford. We needed to relate as authentic, caring, sympathetic people. In short, we needed to have friends.

Therefore, I needed to emphasize the specifics of group process in the classroom, including how to make friends and how to develop both personal and group responsibility. Without direct and planned experiences in these areas, most of my students would continue to find

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[13]In connection with the influence of peer groups on the child, "studies have shown the deleterious effects that absence of contact with peers appears to have on the young of intrahuman species. Harlow and Zimmermann (1959) report that infant monkeys reared in isolation are frequently unable to achieve mature social relations when finally brought into contact with their peers. Such monkeys, particularly males isolated for a prolonged period, are typically incapable of normal sexual activities. The females fare better since their sexual role is passive rather than active; consequently, they occasionally become pregnant and bear young. But it is both striking and potentially significant that these monkey mothers are unable to display the maternal attachment typical of mothers reared under the normal conditions." Cited by Lefrancois, Ibid., pp. 75-76.

[14]Norman F. Kafer, "Friendship Choice and Attitudes Toward School," Australian Journal of Education 20 (October, 1976): 278-284; J.S. Coleman, "The Adolescent Sub-Culture and Academic Achievement," American Journal of Sociology 65 (1965), 337-347.

[15]Donald Barr, Who Pushed Humpty Dumpty? Dilemmas in American Education Today (New York: Atheneum, 1971), pp. 106-113.

[16]J.D. Campbell and M.R. Yarrow, "Personal and Situational Variables in Adaption to Change," Journal of Social Issues 14 (1958): 29-46.

themselves isolated and unable to function effectively in school, in the neighborhood, and in life.[17]

I turned my attention toward the many theoretical models for teaching affective education, that have been developed without the need for special kits and materials. I read books which contained the theory behind the various approaches, the descriptions of the techniques employed to accomplish specific objectives, as well as the developmental profiles for the tests and measurements involved. Concurrently, I attended various lectures,[18] workshops, and conferences revolving around affective education.

I found a veritable smorgasbord of ways in which to help children learn some of the survival skills (how to relate, how to be responsible, how to cope with problems, how to choose, how to think, how to love, etc.) they needed to know, in order to live effectively. I did not use any model in its entirety,[19] for I am no slavish follower, no imitator, no disciple. Rather, I chose those activities that best suited my pupils' needs, although the "transactional analysis" approach,[20] the

[17]Rothman says that "teachers...do not recognize that education is life. They insist that education is a preparation for life." Esther P. Rothman, Troubled Teachers (New York: David McKay, 1977), p. 59.

[18]I attended seminars by Paulo Freire ("Pedagogy of the Oppressed") and William Glasser ("Schools Without Failure"), to name two of the best known lecturers.

[19]"We all go through a stage of discipleship, but if we do not come out of it we are inferior. A wise man does not label himself Montessorian, Steinerite, Deweyite, Summerhillian; to do so is to look backward." Herb Snitzer, Today is for Children, Numbers Can Wait (New York: Macmillan, 1972), p. 12.

[20]Alvyn M. Freed, T.A. for Tots (Sacramento: Jalmar, 1971); Thomas Harris, I'm O.K. - You're O.K. (New York: Harper and Row, 1969); Eric Berne, Games People Play (Secaucus: Grove Press, 1966).

"confluent education" approach,[21] the "schools without failure" approach,[22] the "values clarification" approach,[23] and the "human development" program[24] were the models with which I spent the majority of my time. I dovetailed ideas and projects of my own, with those affective techniques of others, into a year long study with my third graders.

Knowing that self-concept and friendships build the same way muscles do, slowly, and often, at first, imperceptibly, I wasn't in the least deterred by the seemingly little or no progress we seemed to be making. I was content to know that sooner or later, progress would be noted.

I kept clearly in mind the overall purpose of my program, which was to provide a program designed to: (1) improve the students' self concepts; (2) increase the students' awareness of social interaction; (3) show significantly fewer isolates and neglectees at the end of the school year; and, (4) have fewer students seen as unacceptable by their classmates. I had in mind the long-term objectives of my group

[21]George Isaac Brown, Human Teaching for Human Learning (New York: Viking Press, 1971).

[22]William Glasser, Schools Without Failure (New York: Harper and Row, 1969).

[23]Sidney B. Simon; Leland W. Howe, and Howard Kirchenbaum, Values Clarification: A Handbook of Practical Strategies (New York: Holt, 1972); Sidney B. Simon; Leland W. Howe, and Louis E. Raths, Values and Teaching (New York: 1966); Saville Sax and Sandra Hollander, Reality Games (New York: Macmillan, 1972).

[24]Geraldine Ball and Uvaldo Palomares, Human Development Program (San Diego: Human Development Training Institute, 1970); Mary Greer and Bonnie Rubinstein, Will the Real Teacher Please Stand Up? A Primer in Humanistic Education (Pacific Palisades: Goodyear, 1972); Larry Chase, The Other Side of the Report Card: A How-To-Do-It Program for Affective Education (Pacific Palisades: Goodyear, 1975).

activities, as well as the specific day-to-day objectives for each

experience.[25] One of my constant jobs was to build in the continuity

of the experiences, so that each activity built on the previous one,[26]

toward my overall goals.

Because of my deep-rooted conviction that a teacher _can_ signifi-

cantly affect the social and emotional growth of students in a positive,

healthful way, I expected my pupils to succeed in improving their peer

group relationships, and they did.[27]

I became concerned, however, that the tremendous gains room 8 had

made in its peer group relationships would only be temporary, once the

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[25]Robert F. Mager, Goal Analysis (Belmont: Fearon, 1972). Robert
F. Mager, Preparing Instructional Objectives (Belmont: Fearon, 19).
Brunner says: "There is a very crucial matter about acquiring a
skill - be it chess, political savvy, biology, or skiing. The goal must
be plain; one must have a sense of where one is trying to get to in any
given instance of activity. For the exercise of skill is governed by
an intention and feedback on the relation between what one has intended
and what one has achieved thus far - "knowledge of results." Without it,
the generativeness of skilled operations is lost. What this means in
the formal educational setting is far more emphasis on making clear the
purpose of every exercise, every lesson plan, every unit, every term,
every education." Jerome S. Bruner, The Relevance of Education (New
York: Norton, 1971), pp. 113-114.

[26]Recall Bloom's Taxonomy. Benjamin S. Bloom; and Bertram B.
Masia, Taxonomy of Educational Objectives. Handbook II: Affective Domain
(New York: David McKay, 1964).

[27]The "self-fulfilling" prophecy holds that in many, if not most,
situations, people tend to do what is expected of them - so much so, in
fact, that even a false expectation may evoke the behavior that makes
it seem true. For a review of the voluminous literature documenting
this phenomenon, see: Robert Rosenthal and Lenore Jacobson, Pygmalion
in the Classroom (New York: Holt, Rinehart, and Winston, 1967).
Although the Rosenthal and Jacobson studies have been criticized (T.X.
Barber and M.J. Silver, "Fact, Fiction, and the Experimenter Bias
Effect," Psychological Bulletin Monographs Supplement (1969-70): 1-29,
and T.X. Barber and M.J. Silver, "Pitfalls in Data Analysis and Interpre-
tation: A Reply to Rosenthal," Psychological Bulletin Monographs Supple-
ment (1968-70): 42-62), failure to replicate the original findings does
not necessarily invalidate the conclusion that at least in some cases,
the expectations that a teacher has for his/her students may dramatically

specific lessons and positive reinforcement were removed.[28] My group

had made such remarkable growth in such a short time, that I thought the

summer slippage would be more than they could handle (translate: more

than I could bear).[29] My thinking was somewhat akin to the fat that

returns, posthaste, after one goes off one's diet. I, again, underesti-

mated these children, as the results of the fourth grade tests were

truly astounding (see chapter VIII).

This study, then, revolves around the long range effects of an

affective educational program, and how successful these children were

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affect their social and intellectual development. See Rosenthal's reply
to his critics: Robert Rosenthal, "Experimentor Expectancy and the
Reassuring Nature of the Null Hypothesis Decision Procedure," Psycho-
logical Bulletin Monographs Supplement (1969-70): 30-47. A number of
studies and reports, showing that a teacher's expectation can and does
quite literally affect a student's performance, are cited by Silberman,
the result of his three-and-a-half-year study. Charles E. Silberman,
Crisis in the Classroom: The Remaking of American Education (New York:
Random House, 1970), pp. 53-112.

[28]It is a well known fact that reading and math scores drop
considerably over the three month summer vacation, when there is rarely
even intermittent reinforcement of the previous year's learnings.
Silberman cites studies which give various explanations for the fact
that the gains fall off so rapidly. It is possible that the fall off
occurs because the learnings did not come early enough, or were not
massive enough, or were not in the right sequence, or did not have the
appropriate character. It is also possible that the learnings nosedive
because it is not reinforced by the child's home life. Ibid., p. 82.

[29]To be honest, I was probably in the same space as Sunny Decker,
when, in referring to her class' next teacher, said that "...I didn't
want some alien messing with my kids." Sunny Decker, An Empty Spoon
(New York: Perennial Library, 1970), p. 142. And, unfortunately, I had
not yet read Madeline Hunter's Teach for Transfer (El Segundo: TIP, 1971),
in which she shows that a teacher can incorporate the power of transfer
into daily classroom activities, which makes the difference between
"hoping that it will happen" and "seeing that it will happen."

in the retention of said learnings. In the last analysis: was it worth all the tears, frustrations, time, effort, and anxiety that we, as a class, put into the 1977/78 school year? Was there a significant change in the peer group relationships of these children, when they entered five different fourth grade classes and were forced to make new friends again? Was the carryover worthwhile?

The sample in this project consists of twenty-eight (28) third graders, the majority of whom were eight years old. Thirteen (13) of the students were girls, and fifteen (15) were boys. They belonged to five ... racial/ethnic groups (see Table 1). A total of twenty-five (25) ... from minority groups. All lived in low income areas, and all were ... cultured disadvantaged[30] in one or more ways.

TABLE 1: RACIAL/ETHNIC DISTRIBUTION

Black 13
White 3
Oriental 3
Spanish 5
Islander 4

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[30]Studies show that children from low-income, ghetto, and minority areas tend to display a low level of performance in school. Leonard Charles Benham, The Effect of Counseling and Reinforcement on Behaviors Important to the Improvement of Academic Self-Concept 30 (Palo Alto: Stanford University, 1973); Michigan State Department of Education, Distribution of Educational Performance and Related Factors in Michigan: A Supplement A9-B (Lansing: Michigan State).
For accurate descriptions of ghetto school-children and the forces lined up against them, I recommend the following: James Herndon, The Way It Spozed To Be (New York: Simon and Schuster, 1968); Daniel Fader, The Naked Children (New York: Macmillan, 1971); Herbert Kohl, 36 Children (New York: The New American Library, 1967); and, Pat Conroy, The Water Is Wide (Boston: Houghton Mifflin, 1972). In the 1974 movie Conrack, Jon Voight won critical acclaim for his portrayal of a dedicated real-life teacher, showing his efforts to educate indigent black children on an island off the South Carolina coast. This film is based on Pat Conroy's book, which revolves around his battle with school administrators with inflexible attitudes. On the flip side, however, for an exciting account of an administrator's fight against the system, read the report of Esther Rothman, The Angel Inside Went Sour (New York: David McKay, 1971).

CHAPTER II

SAMPLE

The sample in this project consists of twenty-eight (28) third graders, the majority of whom were eight years old. Thirteen (13) of the children were girls, and fifteen (15) were boys. They belonged to five major racial/ethnic groups (see Table 1). A total of twenty-five (25) were from minority groups. All lived in low income areas, and all were considered disadvantaged[30] in one or more ways.

TABLE I: RACIAL/ETHNIC DISTRIBUTION

Black	13
White	3
Oriental	3
Spanish	5
Islander	4

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[30]Studies show that children from low-income, ghetto, and minority groups tend to display a low level of performance in school. Leonard Charles Beckum, The Effect of Counseling and Reinforcement on Behaviors Important to the Improvement of Academic Self-Concept 30 (Palo Alto: Stanford University, 1973); Michigan State Department of Education, Distribution of Educational Performance and Related Factors in Michigan: A Supplement AR-8 (Lansing: Michigan State).

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The majority of this class were handicapped by a language problem.[31] A total of twenty-five (25) students were from bilingual or non-English speaking families, and thus used English as a second language.[32] The following list[33] of personal characteristics serve, by

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[31]Bilingual and/or non-English speaking families, notwithstanding, the lower-class child is frequently thwarted by a language handicap. Robert Havighurst explains that every child's mind must feed on the language provided in the home. If families differ systematically in the nature of the language they use, their children's minds must differ systematically. There is substantial evidence that families do differ in this respect, and that the better educated parents, with higher socio-economic status, provide a more stimulating and more elaborate language environment. The sociologist Basil Berstein has analyzed family language patterns in several classes, and has concluded that working class and rural families, as a general rule...restrict the mental development of their children because they use a restricted language in the home. Therefore, a child who has learned a restricted language at home is likely to have difficulty in school, where an elaborate language is used and taught by the teacher; and the difficulty of this child is likely to increase as s/he goes further in school, unless s/he learns the elaborate language that is expected in school. Cited by Harold M. Hodges, Conflict and Consensus: An Introduction to Sociology (New York: Harper and Row, 1971), p. 410.

[32]"The effect of bilingualism has been examined by many different studies (for example, Smith, 1949; McCarthy, 1960). The results of these studies indicate that only the very superior bilingual child is likely to keep pace with monolinguals in either language. Koenig (1953) has drawn attention to the possible ill effects on the child's social and emotional development of speaking the language of his peers with an accent, and to subsequent ill effects on his adjustment at school. There is additional evidence that learning two languages simultaneously, retards the development of both. Vocabularies of bilingual children seem to be smaller, their articulation poorer, and their level of syntactical structure lower (Smith, 1957)." Cited by Lefrancois, Ibid., p. 229.
    To emphasize the degree to which our school is involved in the bilingual program: While attending an inservice meeting involving ESL, every teacher at John Muir Elementary School was given a printed 8½ x 11" guide that was three inches thick, in which prescriptions were developed to help teachers individualize instruction in English as a second language. Marguerite Pinson (Coordinator), English as a Second Language (Orange County: Board of Education, 1975).

[33]Drawn up by one of the study groups at the Walsall Seminar, cited by J.W. Patrick Creber, Lost for Words: Language and Educational Failure (Middlesex, England: Penguin, 1972), pp. 76-77.

virtue of length alone (and it is not exhaustive), to give some idea of the predicament of the teacher.

Personal Characteristics

1. Substitutes aggressive action for aggressive language.
2. (a) Generally poor physical condition.
   (b) Handwriting exhibits poor physical control.
3. Aimless activity.
4. Persists in parallel play.
5. (a) Upset by broken routine.
   (b) Holds desperately to the familiar.
6. Susceptible to peer-group but not adult pressure.
7. Concentration severely limited.
8. Self-effacing.
9. Distrusts, but often demands, customary schoolbook symbols of literacy.
10. Possesses invisible parents.
11. Takes little apparent pride in own work.
12. (a) Expects and accepts failure.
    (b) Inherits failure from parents.
13. Needs to perceive immediate relationship between cause and effect.
14. Possesses no accomplishments.
15. Rarely complains.
16. Lacks conventional knowledge and experience.
17. Distrusts verbal communication.
18. Functions badly in activities of the imagination.
19. Reacts suspiciously to praise and indifferently to criticism.
20. Seldom attempts to manipulate people for advantage.
21. Lack of initiative in response.

Language Habits

1. Speaks in a very limited vocabulary.
2. Reproduces sounds inaccurately.
3. Misnames objects or omits naming them.
4. Speaks haltingly without physical defect.
5. Often speaks in monotone.
6. Indiscriminate in both noisy and quiet responses.
7. Seldom or never asks questions.
8. Constantly uses present tense.
9. Seldom uses modifiers.
10. Cause and effect relationships absent in speech.
11. Rarely engages in dialogue with adults.
12. Talks almost exclusively about things.
13. Avoids situations which require words.
14. Tells transparent lies.
15. Distrusts vocal people, especially those who use "big" words.
16. Exhibits too ready agreement.

17. Cannot easily transfer abstracted information into concrete usage.
18. Unable to vary language with situation.
19. Reluctant to move from oral to written language.

To these stereotypes, the following were added.[34]

Speech

a. Inability to communicate at all because the whole situation is too unfamiliar or demanding (symptom found in younger children).
b. Inability to communicate in more than restricted code/ ghetto language.
c. Keenness to communicate once good contact is made, but restrictions caused by poverty of words and structures, with reliance on gesture. Basic concepts inadequately realized.

Listening

d. Difficulties with understanding many words, language structures, concepts.
e. Difficulties in understanding nuances of language, differences of register, etc.

Resultant reading and writing blocks

a. Problems with phonics.
b. History of early start to failure.
c. Non-literate background, hostility to books.

Resultant intellectual retardation

Problems derived from lack of experience in working things out in language. Inadequate conceptualization, etc.

Social and Psychological factors

a. Cultural conflict - two societies, etc.
b. Adult- authority conflict and suspicion.
c. Difficulties of adaptions to new situations, e.g., child's role in a class, short spans of concentration, etc.

Added to those linguistic problems listed above, I found that

I was complicating the issue even further, with a generation gap. More

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[34]Ibid., pp. 77-78.

than once, I found myself facing a completely uncomprehending class, the reason being simply in the particular words that I used.[35]

ITEM: One day I was asked what color I liked the best. I answered that I preferred orange, whereas my husband, Mr. Meinberg, liked red, and, therefore, I had an orange V.W. and he had a red V.W. I looked upon a sea of blank faces. "What's a V.W.?" they wanted to know. "Oh, it's a Bug!" I explained, thinking that this answered their question. Silence again. "What's a Bug?" they asked in chorus. Not until I showed them my Volkswagen, did they get the picture. The word "car" would have sufficed.

ITEM: On another occasion, I was speaking to Ionotana (a very sharp immigrant from Vietnam), concerning the time[36] he had to be in the office for punishment of some offense. I stressed the words "a quarter after," several times, to make sure that he'd make it to the office on time, so as not to incur further wrath from that department. With his limited language, "a quarter after" meant, to him, that if he gave me a

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[35]"If language is the clothing of life, no child should be sent naked into the world." For a clear view of the effect of linguistic impoverishment, and examples of each item listed above, read Daniel Fader's, The Naked Children (New York: Macmillan, 1971).

[36]A well-known authority on children in the United States once stated that it took the average child a little more than twelve years to master time. This estimate is somewhat conservative. Young people of this age know how our basic time system works, but do not yet seem to have fully internalized either the details or the emotional overtones of the formal time system. Edward R. Hall, The Silent Language (Garden City: Anchor, 1973), pp. 140-141. And of course, it takes that much longer for young immigrants to learn to tell time. Especially when one realizes that Americans never question the fact that time should be planned and future events fitted into a schedule, whereas other cultures do not place the same emphasis on time. One of the major difficulties in our school, is getting the Islanders to come to school every day, and on time. For a fascinating study of the concept of time (varying from Western precision to Eastern vagueness), read chapter one, "The Voices of Time." Ibid., pp. 1-19.

quarter after school, then he wouldn't have to take the punishment. Extortion he understood, telling time, he didn't. (I only found this out, to my dismay, after he kept repeatedly foisting a quarter into my hands, while I kept returning it and asking what the money was for.) What a tangle over mere words, but, then, I'm sure that many wars have started in much the same way.

ITEM: One afternoon, I'd reached my noise tolerance limit. I very calmly got the class' attention, and told them, in no uncertain terms, that I wanted them to be quiet. I explained to the children that I was very ill, and that if I caught them misbehaving, it would be just that much worse for them, because "...I was really going to land on them."

Operating under the assumption that forwarned is forarmed, I repeatedly told them (on an ascending scale) that, "I'm really going to lay into you if you don't settle down. Do you understand?", whereby the students solemnly shook their heads in the affirmative.

Not three minutes later, however, they were chattering away like magpies. At which point, I shrieked, "Just what did I get through telling you?"

"You said you were going to lay on us," they said in unison. (My jaw must have dropped a foot, with that unexpected answer.)

"What?!!" I yelled (my mind frantically backtracking).

"You said that you were going to lay on us!" they chorused back. The children were so adamant about it, that I was struck speechless (which is no mean feat for me!), as I tried to untangle my words again. During this impasse (I was in something akin to a catatonic state by this time), several pupils began whispering amongst themselves, "What

does she <u>mean</u> anyway?", and words to that effect. One bright boy figured it all out by himself. "She means that she's going to lay on top of you and squeeze all your air out!" Needless to say, <u>that</u> sure got their attention. (Too bad I had to explain that my meaning wasn't quite that drastic...)

I found myself explaining most phrases, such as "round the bend," so that the children could simply understand the songs we were singing, much less the stories we were reading.[37]

Along with difficulties arising from differing dialects, problems arose that were aggravated by a poverty of conceptual experience.[38] Because of the vast gaps in their background knowledge, I was forever on guard as to what I assumed they would know.

ITEM: There is a great, funny song, entitled "The Second Story Window," by way of which I found that my class didn't know any nursery rhymes. This song uses various nursery rhymes, and twists the ending for each one, in a way in which children think is hilarious. I found it necessary to teach the rhymes, before the song, so that they could "get" the joke. It was well worth the effort...

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[37] I am in hopes that my students got more from my English lessons than those high school students written about in Bel Kaufman's <u>Up the Down Staircase</u> (New York: Avon, 1964), chapter 12. The quote I love is: "In answer to your question what we got out of English so far I am answering that so far I got without a doubt nothing out of English." <u>Ibid.</u>, p. 80.

[38] Fader, however, maintains that too much has been made of the "poverty of experience" of the urban poor. He thinks the phrase really means "poor in experience like ours" and is far more an arbitrary judgement than a proven condition. Fader, <u>Ibid.</u>, p. 216.

ITEM: I found (as did James Herndon with his high school classes)[39] that my students were not familiar with fairy tales or fables, at all. I finally gave up trying to explain about the Sandman (a lovely tale that I grew up with), that was mentioned in one of our readers. The more I explained, the worse it got. It seemed that the current T.V. show that they all enjoyed watching, was "Batman." In this series, along with other archvillians like the Joker, the Penguin, and Cat Woman, was the Sandman. I gave up on that one. To them, the Sandman would always represent the bad guy, while to me, he would always be the wonderful man who put you to sleep each night with his magic sand. It was doubtless that we were worlds apart.

ITEM: With the ERA Amendment uppermost in my mind, I wanted to make sure that my girls understood that now, in this day and age, they would have the same opportunities as the boys. Therefore, I was quick to jump at the chance to have a colleague's twenty-one-year-old daughter give a presentation to room 8, regarding her career on a Navy vessel (she was one of the first women to be stationed with male crews). And with Long Beach housing a Naval Shipyard (with the harbor being all of five miles from our school), I thought the speech would be of interest for several reasons. Not so. After she left, my class chorused, "What's a Navy?" So much for good intentions.

ITEM: This lack of background knowledge became evident to others, as well as myself. One day my class was scheduled to visit our school's Learning Laboratory. Several of the children were most upset that their Specialist wasted their time showing them "...old, rotten corn." The

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[39]James Herndon, The Way it Spozed To Be (New York: Bantam, 1968), p. 157-160.

subject, it later turned out, was a "five senses" lesson revolving around Indian corn, because it was close to Thanksgiving. After I explained that that is the natural way in which Indian corn grew (in all different colors, singly and mixed), the children agreed that it was a good lesson. They "...jus' not want be messin' wif somethin' thas spoilt!"

The gap widens further where the question of money is concerned. I make a concentrated effort to try and view the world from the economic level of my class, but, even so, I still make glaring errors.

ITEM: California is known for its sunny days throughout the year, but last year, we had rain for three weeks in a row. (No one but a teacher can appreciate what its like to keep 29 wiggling, squirming bodies cooped up all day, every day, for that length of time). So, in an effort to relieve the monotony, and to get a little fun and excitement into the day, I decided that we'd do something different for P.E.

I gave each child a balloon, which they blew up, and I tied. We then vollied them back and forth across the room, seeing how long we could keep them in the air. We played several games with them. Then, as a culminating activity, I had planned a team relay race (one that was popular at birthday parties, when I was young). At the sound of my whistle, one child from each of the three teams would run up to the front of the class, place his/her balloon on a chair, and sit on the balloon until it popped. After the balloon burst, s/he would run back and tap the next person on the team, who would do the same. The team that got rid of their balloons first would be declared the winner.

I expected a lot of laughing, cheering, and applause after the directions were given (as per usual). Not so. The class seemed frozen,

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absolutely quiet, with looks of shocked disbelief written all over the children's faces. The stunned silence lasted for a good length of time (while we tried to figure each other out), and then, thinking that perhaps they had misunderstood me, I explained again. At this point, they erupted (as if at a given signal) into much shouting and movement. It was like watching rats in a maze, the way they were scurrying about.

"No! No!" they chanted, while desperately clutching their balloons to their chests. Suddenly, balloons were being shoved in desks and closets, under dresses and shirts and inside jackets, in an effort to save them. Adding to this mass confusion, a couple accidentally popped, resulting in tears for the frustrated owners. The children were of one accord: they would not deliberately pop their own balloons.

Noting the determined/frightened expressions on their faces, I (of course) changed my lesson plans. Instead of relays, I found some yarn, and we spent the time tying a long piece to everyone's balloon. Naturally, I gave extra balloons to those whose had already popped.

The children were so happy, as they marched out of room 8 into the gray drizzle, pulling their brightly colored balloons behind them. They seemed to be making their own rainbow.

Watching them leave, I was struck by how much a 3¢ balloon meant to them. It was obvious that most had never owned one before. Again, I had to caution myself not to assume anything...

In addition to the language and experience problems, twenty-one (21) children in the group were reading far below grade level (scoring in the first or second quartile on the Long Beach Unified School District's

COOP Reading Test, #23B), and, as such, were entitled to extra services

through EDY and SB90 programs (state funded). A couple of children couldn't count past ten, several didn't know the alphabet yet, many couldn't spell their last name, and basic addition and subtraction facts (through ten) presented a major stumbling block to many. Frustration tolerance was low, to say the least, with crying far outnumbering trying, when new concepts were presented.

Besides having major behavioral problems,[40] as well as run-of-the-mill discipline problems, added to those who were in the process of learning English, I also had a child that was being considered for permanent psychiatric hospitalization, a child that was constantly up for adoption (to no avail), a suspected child abuse case,[41] children

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[40]Many of the temper tantrums displayed in room 8 were not unlike those described in Mary MacCracken's recent books, describing her teaching in a private school for the emotionally disturbed. (The only difference being that I had twenty-nine pupils to take care of, while she had a maximum of four!) For inspiring stories of her no-holds-barred account of her war against the private hells of her students, I recommend the following: Mary MacCracken, A Circle of Children (New York: Lippencott, 1973), and Lovey: A Very Special Child (New York: Lippencott, 1976). Both books have become highly acclaimed CBS Special Television dramas, and the latter has been selected by the Los Angeles City Schools and the Regional Educational Television Advisory Council to be used in a television-reading enrichment project. In addition to being included in the metropolitan distribution of the December 12th Herald Examiner, 500,000 extra copies of a special edition script were issued to students all over Southern California. The purpose of both distributions was to give students, parents, and teachers the opportunity to share in this extraordinary experience.

[41]Recent statistics show that between 2 and 6% of all children in the United States are seriously injured by parental assault or neglect. Ruth S. Kempe and C. Henry Kempe, Child Abuse (Cambridge: Harvard University Press, 1978), back cover. This problem is considered so serious, that the Community Awareness Task Force of the Long Beach Area Child Trauma Council, together with the Long Beach Unified School District, prepared and distributed a lengthy flier on child abuse (with a total of 25 local telephone numbers for various Hotlines), that was sent home with each child's report card.

with learning disabilities,[42] and a dyslexic child.[43] Each of these

twenty-nine children posed specific problems in terms of educational and

emotional needs, especially when viewed against our time allotment and a

29-to-1 ratio.[44]

   For a number of reasons, I enjoyed taking these children to the

park in our neighborhood,[45] which sported much more playground equipment

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[42]According to some experts, a fourth of the children in every
classroom suffer from some kind of perceptual block. For a no-nonsense
approach to the problem, read: Martin E. Cohen, Bets Wishs Doc: A
Dynamic Approach to Learning Disabilities (New York: Arthur Fields Books,
1974).

[43]Between 10 and 20 percent of all children born today are dyslexic,
and two-thirds of these children are afflicted to an incapacitating
degree. See Louise Clarke's Can't Read, Can't Write, Can't Talk Too
Good Either: How to Recognize and Overcome Dyslexia in Your Child (New
York: Penguin, 1973), for an important work for anyone connected with
the education and/or therapy of children.

[44]Greer and Rubenstein maintain that we can look at schools as a
kind of ecosystem relating to people in a shared space within a certain
time, sharing our lifespace for better or worse. Greer and Rubinstein,
Ibid., p. 121. Fritz Redl says: "All this knowledge about the individ-
ual is fine. But so what? We never work with the "individual" in
midair; school classes are groups. The moments in a teacher's life when
he has one child at a time in his room is rare. His daily role is that
of a leader of groups. It is true that the teacher wants to reach each
individual, by what he does and by what he makes the individual do. But
his direct action is in and through the group. He meets individuals
mainly embedded in groups, that is, as parts of some group pattern or
other..." Fritz Redl, When We Deal with Children (New York: Free Press,
19), p.

[45]I do not feel that teachers who use school time in this way are
killing or wasting time. I am in agreement with George Dennison, when
he said that "Perhaps the single most important thing we offered the
children at First Street was hours and hours of unsupervised play. By
unsupervised, I mean that we teachers took no part at all, but stood to
one side and held sweaters. We were not referees, or courts of last
resort...We provided some measure of safety in the event of injury, and
we kept people out. It was a luxury these children had rarely experi-
enced." George Dennison, The Lives of Children (New York: Random House,
1969), p.   For a fascinating study of the importance of play, read
chapter 7, in Edward E. Ford and Steven Englund's For the Love of
Children: A Realistic Approach to Raising Your Child (Garden City:
Anchor Press/Doubleday, 1977), pp. 108-125. Ford and Englund say that

than our school. The class always looked forward to these times, as most were not allowed to go to the park on their own, as it was considered too dangerous to do so. The local junior high and high school gangs had marked off this territory as their own, and woe be to anyone caught there who didn't belong... At the first of the year, a most peculiar phenomenon was noted, which pinpoints the immaturity of this group. The nature of their games was more like that of parallel play (characteristic of three-year-olds). For short periods of time, these children would play side by side (but wouldn't interact, wouldn't share the activities involved, and wouldn't employ any mutually accepted roles), before scurrying off to play by themselves.

I later saw this to be an encouraging sign, however, since parallel play is social play, albeit a primitive sort, and looked forward to the day in which they could all be friends. Openly.

"...the play element in its deepest sense has been forgotten, corrupted, or repressed in our culture." Ibid., p. 109. They maintain that true play is both an activity and an attitude. They stake out five characteristics of true play: (1) True play is free - freely chosen and unobligatory; (2) Play must be separate from everything else; (3) Play is unproductive; (4) Play should be undetermined; and, (5) Play should be fun. (Italics theirs.) Ibid., pp. 109-112. They point out that although play is unproductive, it is not pointless: "Sand castles on the beach are functionless; they will be destroyed by the flood tide. But who's to say that in the life and satisfaction of an architect or painter or builder the sand castles of his childhood were pointless?" Ibid., p. 110. In a recent seminar, Ed Ford (a practicing Reality Therapist) made the following comment, which I think is equally valid: "The mind can only absorb what the fanny can endure." Edward E. Ford, cited from a presentation made at the Dick Sutphen Past Life/New Life Seminar, in Scottsdale, Arizona, on November 18-20, 1978. And Rothman says that recent research in learning shows that both children and adults do learn without knowing that they are learning. "Learning does take place many times through play; in fact, in the primary schools particularly, learning and play are actually synonymous." Esther P. Rothman, Troubled Teachers (New York: David McKay, 1977), p. 262.

CHAPTER III

SETTING

A child's environment consists of more than the culture in which s/he finds him/herself or the family and peers that surround the child; it includes as well, the physical environment and the activities s/he engages in. Obviously such variables as climate and geographic location have a profound influence on the activities, and perhaps on the personality and intellectual characteristics of children, although it is frequently difficult to separate these from cultural influences. Furthermore, environment includes the nurseries, kindergartens, and schools, which the child attends, for these institutions expose the child to atmospheres sometimes dramatically different from his/her home.[46] With this in mind, it is important to understand the setting in which this study takes place.

The setting for this project is a third grade classroom (room 8), at John Muir Elementary School in Long Beach, California. This large, thirty-three-year-old building houses the second largest pupil population in the district (884 children),[47] in a neighborhood of contrasts.

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[46]Lefrancois, _Ibid._, p. 76.

[47]Ghetto schools tend to be older because ghettos generally form in older areas of the cities. They tend to be overcrowded because of the higher population density and greater proportion of children per family in the ghetto. Carl J. Dolce, cited by Harold M. Hodges, _Conflict and Consensus: An Introduction to Sociology_ (New York: Harper and Row, 1971), p. 411.

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The twenty to forty-five-year-old single family homes range in condition from perfection to delapidation. The western edge of the school enrollment area is a main thoroughfare lined with numerous run-down, partly boarded up, barely liveable apartment houses, which often shelter three or four families in one unit. Litter, graffiti, and broken windows abound.

Vandalism, robbery, and assault are considered the norm, and, consequently, the police must patrol this area more than any other region in the city.

Teachers are not exempt from these criminal dealings. Indeed, during the year of this study alone, my wallet was stolen from my class-room on three separate occasions, and my purse was taken on Open House Night. My new tape deck was ripped out of my car, in broad daylight, directly across the street from my classroom. A minimum of thirty cases involving stolen private property were reported in the same year by our school staff, including vandalized cars, as well as a stolen car. A number of times throughout each year, teachers find that their class-rooms have been broken into over the weekends, with materials either stolen or scattered. Frequently, we arrive at school to find bullet holes in our windows, or new graffiti (usually mispelled) there to greet us.

Assault and rape (with teachers being the victims) have reached such proportions on our side of town, that we are not allowed in the school buildings before 7:30 A.M. or after 4:30 P.M. If, and when, a night meeting is scheduled, teachers are cautioned to leave immediately thereafter, and to walk in groups. To point out the seriousness of the problem, teachers were required to attend a meeting at our school

(sponsored by the Long Beach police department), on "How to Protect Yourself in Case of Assault," wherein we learned various self-defense procedures.[48]

The neighborhood, from which the school draws its population, has gone through extensive racial/ethnic transition.[49] It was, originally, a white, middle-class area, until the early 1950's, when many Oriental families bought homes in this area. Following the Orientals came the Mexican-Americans, Blacks, Fillipinos, Samoans, and Guamanians; and, most recently, a number of Laotian and Korean families.

The enrollment of refugee students from Laos began in January, 1977. Lao students came directly to Long Beach, via the airport and immigration, from refugee camps in northern Thailand. These students, for the most part, are members of the Mong tribe of north Laos, and speak a dialect of Lao which is called Mong.

All of these Laotian families were supposed to have had an American sponsor, who would help assimilate these people into our

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[48]More than 60,000 teachers were assaulted on public school property in 1977, according to John Ryor, president of the National Education Association. In addition, the Department of Health, Education and Welfare reported recently that 6,700 of the schools in America have a serious crime problem, and that 5,200 teachers attacked each month require medical treatment.

[49]Minority enrollment for the 13th consecutive year has risen in the Long Beach Unified School District, according to the 1978 Racial and Ethnic Survey of Pupils compiled by James O. Edmondson, director of research. Minority enrollment has increased from about 13% in 1966 to about 39% this year. Black enrollment shows 17.6% of the total enrollment, Hispanic students comprise 15%, Asian or Pacific Islanders hold 4.4%, Oriental enrollment is down to 1.9%, and American Indian is at 0.6%. The white enrollment continued to drop to 60.5% of the district total. Minority enrollment currently stands at 41.5% at the elementary level, 38.3% at the junior high school level, and 34.4% at the senior high school level.

culture. For the sum of $250.00 per family (paid for by our government), the sponsor was to have found each family a decent place to live, help to find the wage earner a job, and explain about our laws, schools, and city life. It was to be the sponsor's responsibility to generally look after the family for one year's time.

Unfortunately, one enterprising man found that this was a way in which to make a fast buck. He thereby contracted to be responsible for a number of Laotian families, making himself a small fortune in the process. He then "dumped" these families in the poorer sections of several surrounding cities, leaving them with $25.00, a bag of rice, and a fond farewell.

When these children all came to enroll at Muir, we had a hard time finding interpreters for them at first, as those individuals from the Laotian cities couldn't understand those from the country, and vice versa. And among the other obvious problems was one regarding clothes. Because the children were wearing clothes that had been donated to them, and because they weren't familiar with our modes of style, some were arriving in pajamas or robes, with no shoes. (Shoes are a problem with the newly arrived Islanders also, as they too are used to going barefoot). Thank goodness that our nurse always has on hand a box of clothes (in varying sizes) for the students to wear.

With all of the minority groups that attend our school, we are extremely lucky, not to have the racial problems that exist in other

areas of our country.[50]   One of the reasons is our schoolwide multi-

cultural program.

Multicultural education[51] is an integral part of our total school

program.   The goals of the program are to increase pupil knowledge and

positive attitudes in the following areas: (1) Human Dignity; (2)

Ethnic Studies; (3) Intercultural Studies; (4) Understanding and Accep-

tance of Differences and Similarities; and, (5) Human and Intergroup

Relations.   (See Appendix A for an indepth understanding of our LBUSD

multicultural goals: "Clarification and Guide for the Development of

Meaningful Multi-cultural Component in ESEA, TITLE I, and SB90EDY

Programs."   See Appendix B for John Muir Elementary School's individual

multicultural goals.)

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[50]See the following books for accurate accounts of the blatant
racism that abounds in some schools: Jonathan Kozol's, Death at an
Early Age (New York: Houghton Mifflin, 1967), describes Boston's
Elementary Public Schools; Jim Haskins', Diary of a Harlem Schoolteacher
(New York: Grove Press, 1969), and Ned O'Gorman, The Children are Dying
(New York: Signet, 1978), deals with New York's Public Elementary
Schools; and, Alan Jones', Students! Do Not Push Your Teacher Down the
Stairs on Friday (New York: Quadrangle, 1972), deals with high school
children in Chicago.

[51]After reviewing literally dozens of books and/or kits revolving
around Cultural pluralism activities to be used in the classroom, only
two are highly recommended: (1) Seattle Public School District No. 1,
Rainbow Activities (El Monte: Creative Teaching Press, 1977).   "The
beauty of differences and the differences of beauty" is the Rainbow
theme, wherein 50 multi-cultural/human relations experiences are
developed; and, (2) Pat Marquevich and Shelly Spiegel, Multiethnic
Studies in the Elementary School Classroom (Pico Rivera: Education in
Motion, 1975).   The main objective of this material is not the retention
of subject matter, but rather that the children develop a positive feel-
ing and respect for people from different cultures, taking into account
their similarities and differences.   As Seymour Fresh said to the
National Council for the Social Studies Yearbook in 1968, "The 'glass'
through which other cultures are viewed serves not only as a window; it
serves also as a mirror in which each can see a reflection of his own
way of life."   Ibid., p. X.

John Muir teachers formed a multicultural committee, in order to plan activities, schedule resource persons, and disseminate materials. The committee consists of teachers from every grade level, in addition to clerical staff, an ECE Facilitator, teacher aides, and parents. This is both a school and community effort.

Our school makes an all-out attempt to emphasize various cultural groups throughout the year (on a month-to-month basis), via lessons, music, dances, games, art, clothing, books, foods, movies, and school assemblies. The assemblies are conducted by our student body, as well as parents, community workers, and outside professional performers.

Our culminating multicultural activities revolve around an International theme in June, involving our annual "Wide World of Fashion" show (in which parents, teachers, aides, and students model authentic costumes), our "Dance Festival" (in which every grade level performs a different dance representing various countries), and the Olympics (in which teams of children compete in various games). The whole school looks forward to these events. Indeed, children begin asking questions about our June activities in September, when the school year has just barely started.

Because of the many cultural backgrounds represented at our school, teachers attend many presentations given to help us understand the reactions of our newly immigrated students, as well as information regarding

their customs, homes, and school backgrounds.[52] (See Appendix C for

an example of the types of information received at these meetings.)

During this study, our school had a full time principal, vice-

principal, counselor, nurse, community worker, ECE and SB90 facilitators,

librarian, three math and reading specialists, and several ESL special-

ists, as well as a part time speech teacher and psychologist. Each

classroom had two paid aides to work with the teacher, and, in addition,

some classes had parent aides who donated their time. All in all, we

had a most impressive group of adults who worked with our students,

which is most important in creating an environment of mutual support

and caring.

Our school buildings are small units of interdependency in which

every individual child has the opportunity to be, and to feel him/her-

self to be, a participating member of a functioning community; where a

child can work out for him/herself, and with others, the hard realities

that exist whenever people live and work in close communion with each

other; where a child is known by name to many more adults than just one

classroom teacher. Our school is so organized that every child can

grasp the school's wholeness as a community, in a reasonably short time,

and can live comfortably in it with a sense of belonging.[53]

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[52]These presentations are offered by anyone in our community who
has firsthand knowledge of the culture involved. For example: "Knowing
Your Laotian Student," was presented by Mr. Dang Moua (a father in our
community) and Mrs. Betty Seal (a consultant from the LBUSD Foreign
Language Department); "Americans of Spanish Backgrounds," was given by
Mrs. Rebecca Diaz (a mother of two of our students), aided by her sister
and brother-in-law; "How to Reach the Black Student at the Elementary
Level," was presented by Mrs. Bennie Reams, our vice-principal; "The
Samoan Islands and Culture," was presented by Tilani Ilaoa, one of our
student-teachers; and, "Teaching Strategies for NES and LES Students,"
was given by Mrs. Gloria Simon, from the LBUSD Compensatory Education
department.

[53]Cohen, Ibid., p. 146.

The crucial thing about our school, when compared with many others,[54] is the safety[55] and encouragement that the students sense in the classrooms. The children trust the teachers to the extent that they can truly express their feelings openly, without ridicule or derision. They recognize that they are valued, and will receive affection and support.

The students are involved in creating their school environment, along with the adults. Many murals, posters, and art projects adorn our hallways, making them a cheery place to be. The students have been working together to keep our school clean, by attacking the litter problem. (For the most part, the litter and graffiti problem seem to belong to that of an older crowd, who frequent our schoolyards at night, and leave the broken beer bottles, etc. for us to clean up in the mornings).

Our teachers try to make our classrooms as bright, and inviting, as possible, to encourage the children to <u>want</u> to be there. Abraham Maslow, when describing the self-actualizing teacher, was actually (I feel), giving a definition of John Muir teachers:

> Our teacher-subjects behaved in a very unneurotic way simply by interpreting the whole situation differently, i.e., as a pleasant collaboration rather than as a clash of wills, of authority, of dignity, etc. The replacement of artificial dignity—which is easily and inevitably threatened—with the natural simplicity which is <u>not</u> easily threatened; the giving up of the

[54]Refer again to those books by Conroy, Fader, Decker, Haskins, Herndon, Jones, Kohl, O'Gorman, and Kozol, for examples of the deprived, chaotic, and bizarre environments of some public schools. <u>Loc. Cit.</u>

[55]Privacy and safety are critical for learning of all kinds. It is certain that the highly anxious, frightened child who is the typical failure or troublemaker needs more rather than less privacy, more rather than less safety and insulation. George von Hilsheimer, <u>How to Live With Your Special Child</u>, cited by Greer & Rubenstein, <u>Ibid.</u>, p. 19.

attempt to be omniscient and omnipotent; the absence of
student-threatening authoritarianism, the refusal to regard
the students as competing with each other or with the teach-
er; the refusal to assume the "professor" stereotype and the
insistence on remaining as realistically human as, say a
plumber or a carpenter; all of these created a classroom
atmosphere in which suspicion, wariness, defensiveness, hos-
tility, and anxiety disappeared.[56]

Wells and Canfield[57] sketch at least five interrelated generaliza-
tions from what research is telling us about how effective teachers
differ from less effective teachers when it comes to perceptions of
others. In relation to this, Muir teachers[58] can be characterized in
the following ways:

1. They seem to have a generally more positive view of
   others—students, colleagues, and administrators.

2. They are not prone to view others as critical, attacking
   people with ulterior motives, but rather see them as
   potentially friendly and worthy in their own right.

3. They have a more favorable view of democratic class-
   room procedures.

4. They have the ability and capacity to see things as they
   seem to others, i.e., the ability to see things from the
   other person's point of view.

5. They do not see students as persons "you do things to"
   but rather as individuals capable of doing for them-
   selves once they feel trusted, respected, and valued.

[56]Abraham H. Maslow, "Self-Actualizing People: A Study of Psycho-
logical Health," in Clark E. Moustakes, The Self: Explorations in
Personal Growth (New York: Harper and Row, 1956), pp. 190-191.

[57]Harold C. Wells and Jack Canfield, 100 Ways to Enhance Self-
Concept in the Classroom (Englewood Cliffs: Prentice-Hall, 1976), p. 6.

[58]Under the State Legislation for the School Improvement Program,
each school receiving these funds is rated by the State on the basis of
two scores. One score is derived from the pupil achievement on the
California Assessment Program data, the other score is derived from the
results of an on site review or Program review. The state average was
50. The district average was 52.58 and Muir School's score was 57.43.

Above all else, Muir teachers maintain a "you can do it" attitude, and a friendly relationship with the students. All in all, John Muir Elementary School is a great place to teach, and it is hoped that the children find it a great place to learn.

Unfortunately, nineteen (19) students enrolled in room 8 were new to the school,[59] and therefore did not profit from the nurturing atmosphere that surrounded those who came to us on a yearly basis. These children were not only new to the neighborhood, but some were new to the city, state, and/or country as well. (See Table II.)

TABLE II - CHANGE OF SCHOOLS PRIOR TO THIRD GRADE

Name	School/City/State/Country moved from	Left Muir
Lolo	Garfield*	
Pat	Burnett, Muir, Hudson	
Norma	Los Angeles, Mexico, Muir, Mexico	
Derek	Los Angeles	
Ionotana	Samoa	
Brian	Muir, Webster	
Joannie	Los Angeles, San Diego	
Andy	Garfield, Muir, Hudson	
Junior	Los Angeles	
Michelle	Phillipines, Hudson	
Everett	Signal Hill	
Verenda	Mississippi, Webster, Edison, Roosevelt	
Shane	Whittier	
Gerald	Los Angeles	X
Ruth Ann	Guam, Lee, Muir, Lee	X
Angelina	Arkansas	X
Armando	Los Angeles, Mexico	X
Consuella	Puerto Rico, New York	X
Steven	29 Palms	X

*Long Beach Schools are underlined.
X - Records were sent on to the next school, so the history of previous schools is not available.

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[59]"No man," Alexis de Toqueville once commented, "is so footloose as the American." The restlessness and geographic mobility which Tocqueville observed early in the nineteenth century has not died down, for today an average of one American in two changes his/her residence every five years. Some two-thirds of this residential mobility involves little more than movement from one part of a county to another, but 6 million citizens move farther than that each year, many cross-country, making Americans one of the world's most mobile people. Hodges, Ibid., p. 201.

CHAPTER IV

THE SOCIOGRAM

One of the most common techniques for assessing the nature
of peer acceptance or rejection is called sociometry, in which a ques-
tionnaire or an interview is used to determine the patterns of likes
and dislikes in a group. The data gathered in this way are frequently
interpreted through pictorial or graphical representations in a
sociogram.

A sociogram is valuable as a source of potentially meaningful
insights into social relationships in the classroom, about which the
teacher may be totally unaware.

A sociogram was administered[60] to the students during the
first week in October, of the 1977/8 school year. The names of the
students were written on the chalkboard. Then the pupils were asked to
write, without discussion among themselves, the answers to the
following questions:

1.   If your mother told you that on Saturday your family was

        going to go to Disneyland, and that you could invite one

        person in this class to go with you, whom would you invite?

_____

[60]In order to prevent the possibility of my unconscious body
language influencing the results of the test, my good friend and
colleague, Cecilia C. Osborn, administered the sociogram to my class.
She, also, is a third grade teacher at John Muir Elementary School.

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2. If I told you that for the next fifteen minutes of
classtime you were going to be able to play a game,
and you needed to choose three other people to play
with you, whom would you choose?

3. If our class had collected quite a lot of money for
the Red Cross, and the money needed to be delivered to
the school office, whom would you choose to deliver the
money? Remember, the person you choose has to get all
of the money to the office without getting lost, with-
out stopping to play along the way, without taking any
of the money for himself or herself, and without let-
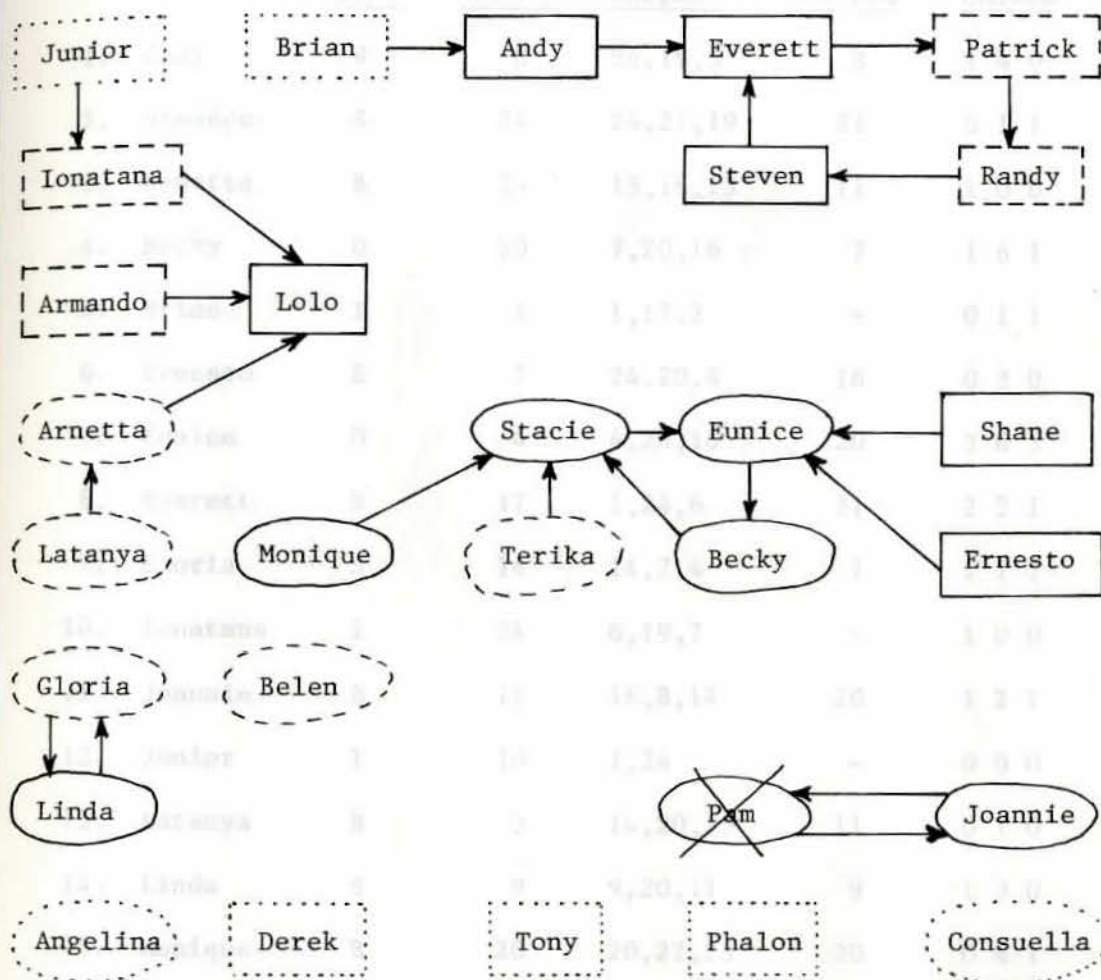ting anyone else take the money either.

Before the results were tabulated, I made a prediction as to
those students that I thought would be chosen as the "stars" of the
sociogram. I thought that Lolo would be chosen as the most popular
child in class, only because I had heard his name bandied about in
regard to being the fastest runner in our room. I thought that in terms
of leadership qualities, our three Oriental girls should be chosen, but
they were so quiet, I felt that the class would overlook them. I was
wrong. All four of the children were chosen as the most popular (see
Table VI).

The result of this testing was most unusual. In fact, I have
never taught a class like this one, insofar as peer group relationships
are concerned. The majority of my class turned out to be isolates or
neglectees, which indicated a great need for study in the area of
Affective Education (see Tables III, IV, V, and VI).

TABLE III

SOCIOGRAM

Junior — Brian → Andy → Everett → Patrick

Steven ← Randy

Patrick → Randy

Ionatana

Armando → Lolo

Arnetta

Latanya → Arnetta

Monique → Stacie → Eunice ← Shane

Stacie ← Terika

Eunice → Becky

Becky ← Ernesto

Shane → Eunice

Gloria ⇄ Linda

Belen

Pam ⇄ Joannie

Angelina   Derek   Tony   Phalon   Consuella

The circles represent girls; the rectangles represent boys.

The arrows point to those chosen by his/her classmates.

Dashed line represents neglectees; dotted line represents isolates.

X represents moved from class.

TABLE IV

SOCIOGRAM TABULATIONS

		Ethnic Code	First Choice	Group Choices	Reliable Choice	Times Chosen
1.	Andy	W	8	24,19,5	8	1 4 0
2.	Armando	S	24	24,21,19	21	0 1 1
3.	Arnetta	B	24	15,16,13	11	1 0 0
4.	Becky	O	20	7,20,16	7	1 6 1
5.	Brian	I	1	1,17,2	-	0 1 1
6.	Ernesto	S	7	24,20,4	16	0 3 0
7.	Eunice	O	4	4,20,16	20	3 6 3
8.	Everett	B	17	1,24,6	21	2 2 1
9.	Gloria	S	14	14,7,4	7	1 1 1
10.	Ionatana	I	24	6,19,7	-	1 0 0
11.	Joannie	B	16	16,8,14	20	1 2 1
12.	Junior	I	10	1,24	-	0 0 0
13.	Latanya	B	3	14,20,15	11	0 1 0
14.	Linda	S	9	9,20,11	9	1 3 0
15.	Monique	B	20	20,22,23	20	0 4 1
16.	Pamela	B	11	20,7,4	-	1 5 1
17.	Patrick	B	18	1,21,19	5	1 1 1
18.	Randy	W	21	8,24,21	17	1 0 0
19.	Shane	I	7	4,7,16	7	0 4 0
20.	Stacie	O	7	7,4,15	22	3 7 4
21.	Steven	W	8	6,-,-	20	1 3 2
22.	Terika	B	20	11,15,23	4	0 1 1

TABLE IV (Cont.)

		Ethnic Code	First Choice	Group Choices	Reliable Choice	Times Chosen
23.	Belen	S				0 2 0
			Absent day sociogram given.			
24.	Lolo	B				3 6 0
25.	Angelina	B				
26.	Consuella	B				
			These students enrolled			
27.	Derek	B	several days before the			
			test was given.			
28.	Phalon	B				
29.	Tony	B				

*The numbers in the tabulations refer to the student number (in alphabetical order). Therefore, the First Choice column represents the number of the student chosen in answer to question one. The Group Choices column corresponds to the second question, and the Reliable Choice column corresponds to the third question. The Times Chosen column refers to how many times the student was chosen for the three questions (in order).

TABLE V

TABULATION OF CHOICES ACCORDING TO ETHNIC GROUP*

	First Choice	Group Game	Most Reliable	Total
B chose B	5	10	2	17
B - W	1	3	1	5
B - O	2	5	13	10
B - S	0	5	1	6
B - I	0	1	0	1
W - W	1	1	0	2
W - B	2	3	2	7
W - O	0	1	1	2
W - S	0	1	0	1
W - I	0	2	0	2
O - O	3	6	2	11
O - B	0	3	1	4
O - W	0	0	0	0
O - S	0	0	0	0
O - I	0	0	0	0
S - S	2	2	1	5
S - B	1	3	1	5
S - O	1	5	1	7
S - W	0	1	1	2
S - I	0	1	0	1
I - I	1	1	0	2
I - B	1	3	0	4
I - O	1	3	1	5
I - W	1	2	0	3
I - S	0	2	0	2

104 total choices

Racial/Ethnic Distribution:

Black (B) 13
White (W) 3
Oriental (O) 3
Spanish (S) 5
Islander (I) 4

*All O's are girls; all W's are boys.

TABLE VI

SUMMARY OF THE SOCIOGRAM

Stars	Number of Times Chosen*	Racial Origin
Stacie	10	O
Lolo	9	B
Eunice	9	O
Becky	9	O

Most Reliable

Stacie	4	O
Eunice	3	O

Neglectees

Armando	1	S
Arnetta	1	B
Brian	1	I
Ionatana	1	I
Latanya	1	B
Randy	1	W
Terika	1	B

Isolates

Angelina	0	B
Consuella	0	B
Derek	0	B
Phalon	0	B
Tony	0	B

*Refers to questions 1 and 2 only.

CHAPTER V

AFFECTIVE EDUCATION

Affective education today represents a marriage between numerous theorists in the humanistic psychology movement and educators who have been able to translate humanistic theories into curriculum programs for children. I will not attempt a detailed explanation of the chronology that brought us to this point. The theorists and their theories are referred to in the bibliography. Generally, though, affective education has been an off-shoot of the human potential movement with its emphasis on personal growth, sensitivity training, encounter groups, and group dynamics. That movement was, and is, an offshoot of the growing influence of the humanistic psychologists, namely Karen Horney, Rollo May, Erick Fromm, Erik Erickson, Carl Rogers, Arthur Combs, Haim Ginott, William Glasser, and others.[61]

Although great differences are obvious between the theories of these psychologists, they all accept certain basic assumptions about people that are crucial to their theories, and that make affective education sensible. They all believe that, to one degree or another, men, women, and children have control over their destinies. This belief stands in stark contrast to the psychoanalytic theory (which holds that unconscious drives motivate behavior), and the behavioristic theory

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[61]Chase, Ibid., p. 4.

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(which holds that all human behavior is a response to specific stimuli beyond the control of the person). The humanistic theorists conclude that people can become aware of and control the forces affecting them; they can make choices, can respond freely and intelligently, and can grow toward becoming fully functioning (Rogers), self-actualized (Maslow), integrated (Peris) people.[62]

Positive mental health is one of the fundamental ideas in humanistic psychology. Traditionally, mental health was seen as a problem of adjustment. This approach concentrated on people who were considered to be "sick" and helped them to become adjusted and "normal." However, in the service of the idea of positive mental health, affective education programs attempt to help students become clear about who they are, what they want out of life, and how to get it without hurting others or themselves.[63]

Throughout the 1950s and 1960s, techniques were developed to help adults become self-actualized. Growth centers like Esalen (Big Sur), Oasis (Chicago), National Training Labs (Bethel, Maine), etc., became clearing houses for people who wanted to work on their personal growth.[64] It was inevitable that someone would realize that these ideas could have much greater impact if a way could be found to adapt them and sell them to the public schools. Enter affective education.

Since that time, many theoretical models for teaching affective education have been developed. The following are descriptions of some

[62]Chase, Ibid., p. 5.

[63]Ibid.

[64]Refer to Katinka Matson, The Psychology Today Omnibook of Personal Development (New York: William Morrow, 1977), for 139 different philosophies of personal development.

of the programs that I used in Room 8.

Transactional Analysis

Besides taking several T.A. courses at the University of California at Irvine (U.C.I.), I was a student of a private T.A. training program[65] for over a year, so I am well acquainted with this philosophy.

The transactional analysis approach explains that there are four life positions underlying people's behavior. They are: (1) I'M NOT O.K. - YOU'RE O.K. (the anxious dependency of the immature); (2) I'M NOT O.K. - YOU'RE NOT O.K. (the "give-away" or despair position); (3) I'M O.K. - YOU'RE NOT O.K. (the criminal position); and, (4) I'M O.K. - YOU'RE O.K. (the response of the mature individual, at peace with him/herself and others). Most people still unconsciously operate from the I'M NOT O.K. - YOU'RE O.K. position.[66]

Transactional analysis is a systematic and methodical approach to human behavior. It includes a theory of "personality" and a theory of social relationships. It offers students, teachers, therapists, clients, etc., a way to answer critical questions about themselves and their lives: What is going on? Why is it going on? How do I change if I don't like what's going on?, etc. T.A. has a less formal classroom

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[65]My training was through E. Wayne Hart of the Cypress Counseling Center, 5300 Orange Avenue, Suite 216, Cypress, California, 90630. He is a well known writer and international lecturer in the field of transactional analysis.

[66]Added to the references in footnote #20 on page 7, are the following, specifically geared for using T.A. with children: Bob Duff, Transactional Analysis For Teachers (Berkeley: Transactional Pubs, 1972); Ken Ernst, Games Students Play (and what to do about them) (Millbrae, Calif: Celestial Arts, 1972); Muriel James, Transactional Analysis For Moms and Dads (Menlo Park, Calif.: Addison-Wesley, 1974.

approach than other models and uses a vocabulary that can be understood by any eight year old child.[67]

The Human Development Program

The Human Development Approach[68] to affective education employs the vehicle of the circle discussion, or "magic circle," to help children become aware of their thoughts, feelings, behaviors, to develop self-confidence, and to become interpersonally competent. I have had experience in this area also, in that I have conducted "magic circle" demonstrations to counselors in private practice, illustrating get-together devices for prospective clients.

In my opinion, this is the best packaged affective educational program for teachers. It consists of a theory manual, daily lesson plans, rating scales for evaluating the program, and training sessions for teachers.

Schools Without Failure

William Glasser wrote a book entitled "Schools Without Failure,"[69] in which he presented a series of things that schools could do to promote positive self-concept development and to improve the social development in children. The Schools Without Failure approach to affective education grew from these writings.

Essentially, he said that if teachers would get personally involved with their students, teaching them things that are relevant,

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[67]Duff, Ibid., p. v.

[68]Refer again to those books by Ball and Palomares, Greer and Rubinstein, and Chase. Ibid.

[69]Glasser, Ibid. See also: Marc Robert, Loneliness in the Schools: What to Do About It (Niles, Illinois: Argus Communications, 1973).

approaches, isolate one aspect of affective development and focus on it, or you can emphasize certain social processes over others. As Chase[73] puts it, "You can sit in a circle or a square, or have small groups or large groups, but it is all the same trip. Affective education is people figuring out together what it means to be a human being and learning how to be a better one." My approach to affective education was ecclectic, as shown in the following examples.

Room 8 used the vocabulary from the Transactional Analysis program throughout the school year. After we talked about "warm fuzzies" (positive strokes) and "cold prickles" (negative strokes), the children decorated a bulletin board with their artistic conception of warm fuzzies and cold prickles. Further on in the year, we had a "student of the day" routine, in which that student would receive warm fuzzies (in the form of love notes, letters, pictures, pats on the back, etc.) from his/her classmates.

Frequently, the children in room 8 would form a circle (not unlike the "magic circle" of the Human Development program, the "class meeting" of the Schools Without Failure program, or the circle discussions of the Values Clarification program), wherein we would discuss various topics. We started out with easy subjects, such as "My favorite weather is...", and progressed to more difficult thought-provoking subjects. Each child got a chance to speak, without interruption from the others. We learned a lot about each other, and remembered the information resulting from those conversations. It was an enjoyable time for us.

Further discussion was used whenever I read a story concerned with feelings (ala Confluent Education), such as: After reading the book

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[73]Chase, Ibid., p. 8.

entitled, "The Very Worst Thing,"[74] we had a class discussion about how it feels to be a new student on the first day of school. Often, we used dramatic play, and wrote stories or poems, revolving around our feelings.

CHAPTER VI

METHOD

In order to devise an effective way to evaluate the program I intended to implement, I needed to find/create a reliable instrument that would show change and/or growth in my students, in regard to their attitudes regarding their peer group relationships. A common myth concerning the availability of measurement instruments in this area, is that there are none, or more generally, that knowledge regarding this type of assessment is non-existent. This is so at variance with the facts as to be almost ludicrous. There is such an abundance of instruments[75] revolving around this theme, that few, if any, of the

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[75] The CSE Elementary School Test Evaluation is a compendium giving the evaluation of 1800 published scales and sub-scales for the measurement of 163 goals for the elementary school grades 1, 3, 5, and 6. Ralph Hoepfner (ed.), The CSE Elementary School Test Evaluation (Los Angeles: UCLA Graduate School of Education, 1970). In addition to the published scales in many books and journals, there is an excellent collection of unpublished measures of child behavior (over 1200), designed to keep researchers, educators, and clinicians up-to-date on the most recent developments." Orval G. Johnson, Tests and Measurements in Child Development: Volumes I and II (San Francisco: Jossey-Bass, 1976). Another service that is available to anyone of interest, is that offered by the Office of the Los Angeles County Superintendent of Schools, Division of Program Evaluation, Research, and Pupil Services. Their computer has access to millions of articles on all subjects. It will review the material and will read-out a comprehensive listing of articles in the subject of your choice, which represents an exhaustive search of

[74] Refer to Bibliography II, for a listing of all the children's books I used which promote discussions of feelings.
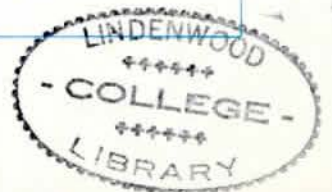
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the material and will read-out a comprehensive listing of articles in
the research of your choice, which represents an exhaustive search of
the literature. Los Angeles County Education Center, 9300 East Imperial
Highway, Downey, California, 90242.

tests have achieved wide currency. The rule seems to be: make up an instrument for a specific purpose, use it a few times, and then discard it.[76]

The element of truth in this myth, is that although many instruments for measuring affective variables do exist, knowledge of the instruments is not widespread. Teachers must ferret out information on their own initiative, if their school district doesn't provide special tests developed by district research.

Another strongly held myth is that measurement in the affective domain is unreliable. In measurement terminology, this would suggest reliability coefficients of .00 or thereabouts. It is unlikely that such an extreme meaning is intended. What is probably meant, is that the reliability of affective measures is not nearly as high as the reliability of cognitive measures, most particularly those of achievement and mental ability, which are around .80, nor even high enough to be of any practical use, which would be a minimum of .60.[77]

I have found the contrary to be true. Analysis of technical information indicated that measurement in the affective domain is reliable.

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[76] Indeed, one highly acclaimed book tells of a teacher that, in order to get test responses out of a boy intrigued with cats, made a "test" by drawing pictures of cats. She drew the cats in different positions and with various expressions that she felt might mean something to the child. From this test, she was able to learn a great deal about the boy. Mira Rothenberg, Children with Emerald Eyes (New York: Pocket Books, 1977), p. 250. This is an excellent book about disturbed children in a school setting, and one that I highly recommend.

[77] Thomas P. Hogan, from a presentation made to the University of Wisconsin Green Bay, at the Fifteenth Annual South-Eastern Conference on Critical Issues in Measurement and Evaluation, sponsored by the Department of Elementary and Secondary Education, Clemson University and the Psychological Corporation.

The comparison of sixty self-concept measures,[78] revealed reliability coefficients ranging from a low of .54 to a high of .96, with a total reliability in the high eighties. The majority of these values suggest a very high reliability, while only a few of these suggest moderate reliability.

However, after reviewing many different types of tests and measurements in the affective educational field, I found it necessary (for reasons regarding the reading level and attention span of my class) to design my own evaluation instrument. It became clear that I would have to devise a test and/or measurement that was both easy to understand, as well as to respond to in an appropriate manner. Therefore, my testing could not be extensively detailed, "showy," nor could I utilize a control group.

I am aware that drawing conclusions from a test that has not been normed on a large scale, and the reliability of which has not been sampled, is risky business. However, in this case I believe I am justified. I am not doing this evaluation in order to impress my administrators, to get funds, or to receive a doctorate in Tests and Measurements. My reason for evaluation is to observe growth in each individual child, as well as growth as a group, in the way my class relates as authentic, caring, sympathetic friends.

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[78]I recorded the test-retest reliability estimates from 45 self-concept tests presented in Volume II of Tests and Measurements in Child Development (1976), with another 15 from Tests and Measurements in Child Development: A Handbook (1971). The comparison of these measures revealed the fact that affective measures yield reliabilities that are generally comparable with the cognitive measures, i.e., in the .80 range.

CHAPTER VII

THE SOCIAL ACCEPTANCE SCALE

The social acceptance scale is similar to the sociogram, in that it shows which students are the most unacceptable to their peers. However, this scale goes one step further, in that the teacher is able to see which pupils are the most unaccepting of others.

A roster (see example on next page) was given to each student in the class. They were instructed to place a purple circle around the names of anyone whom the students would like for a best friend. They were instructed to place a blue circle around the name of anyone they would like for a friend. A green circle indicated anyone that wasn't a friend, but that was O.K. The pupils drew a red circle around any name that was left. The red circles represent those students who aren't accepted by the class.[79]

It is evident from these findings, that this group needs much work in the area of social relationships, and particularly in the area of tolerance of others. Each child in room 8 was found to be unacceptable to others (from a low of three choices to a high of thirteen choices). Even the most popular pupils were found unacceptable by some.

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[79]All of the Social Acceptance Scales that I have seen were scored by numbers. I had to greatly simplify this test.

Name: _____   Date: _____

Andy	Joannie
Armando	Junior
Arnetta	Latanya
Angelina	Linda
Becky	Lolo
Belen	Monique
Brian	Patrick
Consuela	Phalon
Derek	Randy
Ernesto	Shane
Eunice	Stacie
Everett	Steven
Gloria	Terika
Ionotana	Tony

Example of roster given to students. Only first names were included, in alphabetical order. to simplify finding/reading names.

By looking at the colored pattern on each paper, one can easily
see which children have the most difficulty in accepting others. All
but three students had an abundance of red circles on their papers.
Curiously, the three with the most tolerance, were boys, two of whom
were neglectees, and the third an isolate. (See Tables VI and VII.)

TABLE VII - SOCIAL ACCEPTANCE SCALE*

Name	Number of times s/he chose others as:				Others Chose as Not O.K.
	Best Friend	Friend	O.K.	Not O.K.	
Andy	3	22	2	0	9
Armando	1	4	4	17	13
Arnetta	8	5	9	5	8
Angelina	6	6	6	9	8
Becky	2	6	8	11	8
Belen	2	9	13	3	7
Brian	1	22	1	1	6
Consuella	2	7	3	15	8
Derek	3	2	9	12	11
Ernesto	4	12	3	7	8
Eunice	2	6	9	10	4
Everett	2	10	14	1	6
Gloria	4	5	12	6	7
Ionatana	1	10	7	8	11
Joannie	2	5	3	17	6
Junior	1	19	4	3	8
Latanya	2	3	2	20	8
Linda	3	6	7	11	8
Lolo	2	2	22		7
Monique	1	3	18	5	8
Patrick	5	15	7	0	8
Phalon	0	11	0	13	13
Randy	2	5	20	0	3
Shane	5	6	7	9	6
Stacie	1	9	14	2	3
Steven	0	3	0	22	7
Terika	1	8	6	12	8
Tony	2	23	1	1	9

*This Social Acceptance Scale was administered in October, 1977.

CHAPTER VIII

FINDINGS OF THE 1977/8 SCHOOL YEAR

"Evaluation is finding out whether you've gotten to the place you wanted to go. To find out, you have to know where you want to go. After you have evaluated your program, you should have information that will help you decide (a) whether you are going where you want to go; (b) how far you still have to go; and (c) whether your present route for getting there is the best one."[80] With this in mind, I used several different methods of evaluation for this study.

First, self concept tests were administered to get data on how the children felt about themselves. To make the task simple, I would read a statement orally, giving the class time to respond by coloring in the appropriate face which represented the way in which each child felt (see example on next page). A happy face indicated most of the time, a sad face represented none of the time, and an indifferent face indicated "I don't know."

The October pre-tests were impossible to score, as most of the children had not bothered to complete the test. The pre-tests came back to me in varying conditions: wadded up, torn, scribbled or drawn upon, folded into paper airplanes, pencil holes punched through the pages, wet with slobber or tears, and shoe marks stomped across the papers. When

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[80] Chase, _Ibid._, p. 226.

QUESTIONS:

1. Do you like to go to school?

2. Are you interested in some or all of the subject areas and activities?

3. Do you feel that you are liked by others at the school?

4. Do you feel that you receive enough attention from the teachers?

5. Are you willing to try new things presented at school without feeling or saying "I can't" or "I won't"?

6. Are you happy while at school?

7. Do you sometimes feel pleased with your work?

8. Do you talk about the things you enjoy at school?

9. Do you play with friends in your class?

10. Do you feel important at school?

these pre-tests are considered against the post tests, the results are truly remarkable: the class rose from almost totally negative results, to almost totally positive results. In June, out of 254 possible responses, the class totaled 212 positive answers, 25 "I don't know" answers, and a low of 17 negative answers. These were good results to see.

The post Social Acceptance Scale was administered at the close of the school term, in June, 1978 (see Table VIII). Because six children moved, only twenty-three pupils were involved in this final testing. When compared to the October, 1977 pretests, improvement is evident in every area (see Table IX). The results show that, out of these twenty-three children, twenty had more friends, eighteen chose others more often as O.K., and eighteen chose others less often as not O.K. The highest score shows twenty-one children as being chosen less often as not O.K. I think these results are highly impressive.

An interesting development occurred regarding the June post-testing: many children circled their own names in purple crayon, indicating that they were their own best friends. This shows phenomenal growth, in that most of the children didn't know much about themselves at the beginning of the year, and none of them knew that one could classify oneself as one's own friend. Although they usually knew what they didn't like, it was something else again to know what they liked, and how to express it. Not only didn't they know much about themselves emotionally, they were not acquainted with themselves physically either.

ITEM: In September, when asked to draw self-portraits, it became evident that the children had no conception of what they looked like. Almost everyone drew the wrong hair color, skin color, eye color, body

TABLE VIII

SOCIAL ACCEPTANCE SCALE*

Name	Number of times s/he chose others as:				Others Chose as Not O.K.
	Best Friend	Friend	O.K.	Not O.K.	
Andy	8	2	12	4	4
Armando	4	4	11	7	5
Arnetta	8	4	13	1	4
Becky	3	1	5	17	5
Belen	18	3	5	0	4
Brian	2	17	7	0	1
Derek	2	5	18	1	2
Ernesto	15	4	6	1	2
Eunice	3	2	21	0	1
Everett	10	12	4	0	0
Gloria	8	4	14	0	4
Ionotana	3	9	4	9	13
Joannie	8	12	6	0	3
Joey	21	0	0	5	6
Junior	7	6	13	0	5
Latanya	6	4	14	2	3
Linda	7	1	18	0	4
Lolo	1	1	9	15	2
Monique	2	11	12	1	4
Pat	11	2	12	1	4
Randy	17	2	15	2	2
Shane	4	2	8	12	4
Stacie	3	9	12	2	2
Terika	5	4	12	5	5
Verenda	10	2	9	5	2

*This Social Acceptance Scale was administered in June, 1978.

TABLE IX

COMPARISON OF OCTOBER, 1977 AND JUNE, 1978
SOCIAL ACCEPTANCE SCALES

Name	Number of times s/he chose others as: Best Friend		Friend		O.K.		Not O.K.		Others Chose as Not O.K.	
	77	78	77	78	77	78	77	78	77	78
Andy	3	8*	22	2	2	12*	0	4	9	4*
Armando	1	4*	4	4	4	11*	17	7*	11	5*
Arnetta	8	8	5	4	9	13*	5	1*	8	4*
Becky	2	3*	6	1	8	5	11	17	8	5*
Belen	2	18*	9	3	13	5	3	0*	7	4*
Brian	1	2*	22	17	3	1*	1	0*	6	1*
Derek	3	2*	2	5*	9	18*	12	1*	11	2*
Ernesto	4	15*	12	4	3	6*	7	1*	8	2*
Eunice	2	3*	6	2	9	21*	10	0*	4	1*
Everett	2	10*	10	12*	14	4	1	0*	6	0*
Gloria	4	8*	5	4	12	14*	6	0*	7	4*
Ionotana	1	3*	10	9	8	4	7	9	11	13
Joannie	2	8*	5	12*	3	6*	17	0*	6	3*
Junior	1	7*	19	6	4	13*	3	0*	8	5*
Latanya	2	6*	3	4*	2	14*	20	2*	8	3*
Linda	3	7*	6	1	7	18*	11	0*	8	4*
Lolo	1	1	2	1	2	9*	22	15*	7	2*
Monique	1	2*	3	11*	18	12*	5	1*	8	4*
Pat	5	11*	15	2	7	12*	0	1*	8	4*
Randy	2	7*	5	2	20	15	0	2		2
Shane	5	4	6	2	7	8*	9	12*	6	4*
Stacie	1	3*	9	9	14	12	2	2	3	2*
Terika	1	5*	8	4	6	12*	12	5*	7	5*

23 students

Improvement noted in:	20 Pupils	5 Pupils	18 Pupils	18 Pupils	21 Pupils

* Shows improvement.

build, etc. (This did not seem to be a problem in wish-fulfillment or art ability; they simply did not know, and had to be coaxed to look into a mirror.) The astounding thing was that some acted as if they had never looked into a mirror before. At first, they approached my full-length mirror cautiously, and from a side angle, allowing only a small portion of body reflection to come into view at a time. Later, they gradually worked up to the point where they would approach the mirror from the front, with their whole bodies appearing at once. They made faces at themselves, having fun while becoming acquainted with what they looked like. Much later, they were able to stand and stare at their image in the mirror, obviously pleased with their reflections, giving themselves a "cool dude" shuffle, the thumbs up "Aaay!" of a Fonzie, or a pinup pose. When again asked to draw self-portraits, they did so accurately.

Added to the circling of their own names as best friends, many of the children wrote in the names of various teachers, aides, and tutors, at the bottom of the test page, and then circled those names in purple also. It was a delight to see. One little girl went so far as to draw hearts around her paper. And several complained about the fact that their other friends' (outside of room 8) names were not included on the roster sheet. It seems they wanted to circle those names also. It was good to see how expanding their friendships were getting to be.

Another manner of observing growth in room 8 was through the use

of a daily journal,[81] in which the students recorded the highlights of each day. It helped to give the children a sense of progress, and was used as a way in which to communicate with me.

The following are typical entries, which indicate the flow of activity, and the frustrations and concerns of the children:

ITEM: It is sunny outside. The men are working on the street. It is noisy. Today Andy had a fight with me, and he is going to stay after class. I like lunch. Everybody loves lunch.

ITEM: It is sunny and hot. Today we were working on maps. It is much fun and I almost got all of them right. Xmas is almost coming. I like Xmas. It is funner than anything.

ITEM: Today we went to the auditorium, and I was a horse. I went like this: clop, clop, hi ho Silver, away. And others were guns and cannons, and others said Charge! And it was fun.

ITEM: This is our first cold day this year. It is very, very cold outside today. In the classroom it is very warm. I have a turkey in my classroom.

ITEM: Our first cold day this year. Today is Parent Conferences and my mom is coming to school. And my class is going to the park.

ITEM: Tomorrow is Thanksgiving and today I am going to have a hard time on my recess.

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[81] Since 1966 when it was created by Ira Progoff, the Intensive Journal has served as the central instrument in many programs for the development of persons. It has been used with striking results in the most varied situations. Ira Progoff, At a Journal Workshop (New York: Dialogue House, 1975). Since then, the journal/diary idea has been incorporated into many elementary classrooms, with similar success. See Canfield and Wells, Ibid., pp. 21-23; Chase, Ibid., p. 157; as well as Greer and Rubinstein, Ibid., p. 87.

ITEM: Today I am happy. Today is Bluebird day. I have a friend named Monique, and Joannie and Belen.

ITEM: It is hot outside. Tomorrow is Veteran's Day, so we don't go to school. Boo!

In a related way, I was able to observe growth through reading their stories (see example on next page, bearing in mind that I was interested in content, not form). At the beginning of the school year, it was extremely difficult to interest any child to write more than one or two sentences (even with much prodding on my part). Later, however, they wrote with great voracity, and often to the exclusion of other subjects.

One group of creative writing showed such understanding of the concepts we had been learning about friendships, that we made a film-strip, with an accompanying tape recording, in order to share our know-ledge with others. The show was entitled "Friends and Enemies."[82] It did a lot for their egos, to see their own artwork in technicolor on a wide screen, and to hear their own voices telling their own stories.

Room 8's improvement in such matters as attendance, truancy, tardi-ness, discipline referrals, fighting, cursing, stealing, lying, and cheating were apparent to many adults who came in contact with us, giving strong support to my claim that affective education worked for us.

However, I feel that the most important evaluation of my affective educational program occurred when I simply listened and observed my class. (As Rothman says, "...good teachers know when children are learning; they don't need to test. When they do test, it is to find out

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[82] The film/tape program was presented to my Lindenwood Faculty Advisor, Jean Moore, and my cluster group, as a way in which to exchange the inner feelings and reflections that had surfaced that school year in my classroom.

THE MAD ME

Here is a story about one time I got very mad.

When I Got Mad

One day when I ate some sassuge and I wasnt soposed to.
My mother found out that I was telling her a lie When she pick me up she near killed me not because it hurt but because it was in front of the whole class room. I thought they were going to laph but they looked amazed.
And I called her a bad word to my self.

what the children have not learned, in order to reteach. The test is for the teacher, rather than for the child.")[83] The students participation and off-hand remarks demonstrated the effectiveness of the program far more than testing. In time, it came about that:

1. Fewer temper tantrums were observed, and they were shorter in duration.

2. Fights became more verbal and less physical.

3. After a fight, the participants seemed to be over it more quickly. Grudges were no longer held for weeks at a time.

4. The class took care of its own fights, without involving older brothers/sisters/cousins/friends to get even.

5. After initial reluctance, the children later enjoyed sharing their feelings and opinions.

6. The students came to tolerate a difference of opinion in others without resorting to physical violence.

7. When children didn't want to be friends with a specific individual (for a recess, or a day, as the case may be), the rejected one made it a point to go find others to play with (instead of pouting and crying over the loss, and thereby wasting the allotted playtime).

8. There was more smiling among the pupils, both inside and outside of the classroom.

9. The children were finally able to admit that others had strengths that they didn't possess, and were happy about these successes. (ITEM: Lolo was the fastest runner in room 8, by

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[83] Rothman, _Ibid._, p. 94.

far.   But the children wouldn't allow him his personal success.

They said that he only won all the races because of his

"bionic tennis shoes," and that if they had the same kind of

shoes, they could win easily.   Later, they gave him the recog-

nition that was his due.)

10.   Instead of being jealous about someone's good fortune, the

pupils were able to compliment them on their new dress or toy.

In addition were many situations similar to those chronicled below,

which show the great strides the children made, in regard to their peer

group relationships.

ITEM: In February, 1978, Southern California was hit by a deva-

stating storm, leaving eight people dead and 700 homeless.   Raging tor-

rents swept cars away like toys, thundering mudslides crushed homes and

cabins, and hurricane-force winds smashed thousands of trees to the

ground and snapped utility lines like string (leaving 500,000 homes

powerless).   Five bridges were washed out, a dam collapsed, lions

escaped from a zoo, an entire community at Hidden Springs was washed

away, and corpses floated out of a rain-eroded cemetery.   The destruc-

tion of both public and private property was immense.

The children were badly frightened, so whenever the subject came up

(as it did frequently), and no matter what we were studying at the time,

we stopped to discuss the situation.   We talked about the importance of

having friends at a time like this, the importance of cooperation and

helping one another, and the importance of maintaining a positive mental

attitude in times of emergency.   But mostly we talked about how scared

we were (feelings the children wouldn't own up to beforehand), which

seemed to bring about a sense of oneness to the group.   It was a comfort

to them to see that they were not alone.

At one point, the storm became so noisy that we couldn't concentrate. I pulled the venetian blinds all the way up and turned out the lights, and we were able to observe the beauty of nature at its wildest. It was a remarkable spectacle, and something akin to the "sunset" experience written about by Frederich Buechner:[84]

> What was great was the unbusy-ness of it. It was taking unlabeled, unallotted time just to look with maybe more than our eyes at what was wonderfully there to be looked at without any obligation to think any constructive thoughts about it or turn it to any useful purpose later, without any weapon at hand in the dark to kill the time it took. It was the sense too that we were not just ourselves individually looking out at the winter sky, but that we were in some way also each other, looking out at it. We were bound together there simply by the fact of our being human, by our splendid insignificance in face of what was going on out there through the window, and by our curious significance in face of what was going on in there in that classroom.

Cleanup for our city took three weeks. It was estimated that 500 trees were toppled in Long Beach alone. So, after things had dried out a bit, we went to the park to survey the damage.

Giant Eucalyptus trees were scattered everywhere like matchsticks, and large bushes were rolling around like tumbleweeds. In order to get the feel of the immense size of these trees, I had the class play follow-the-leader upon the trunk of a fallen tree. We climbed up through the massive root system, and then walked single-file along the length of the trunk. This was a very scary experience for a number of the children, as they didn't like being so high off the ground. The children began helping each other on and off of the tree, as well as giving encouragement and prodding to those who were really frightened. (It hadn't

[84] Frederich Buechner, The Hungering Dark. Cited by Greer and Rubinstein, Ibid., pp. 210-211.

occurred to me that they would think this experience anything other than totally fun! Wrong again.) The help and consideration each child was giving (or getting) was a joy to see, and showed just how far they had come in their interrelationships.

After the children gained some confidence in their tree-walking, they began to circle faster and faster, from the root system, across the trunk to the tip of the treetop, where they would jump down (assisted by two others standing on the ground), and run around to begin again at the roots. It was a joyous occasion to them, because they had conquered their fears and were happily playing together.

Later, when they tired of this game, they began jumping over the bushes and playing hide-and-seek. They eventually dragged the bushes together to form a gigantic circle, which they called their "nest." In their fantasy play, they then became birds that lived in this nest, and they played happily at this for awhile. They then "flew" over to where I was sitting (flapping their arms wildly), and begged me to become part of their family. It was a beautiful way to leave the park that day: as a family.

ITEM: At recess one day, Joannie very cheerily told me that she had always thought that you either had friends or didn't have friends, and there wasn't anything you could do about it. She was pleased to learn differently, as previous to that time, she had alienated almost everyone with her behavior.

When she first arrived in room 8, she kicked and scratched several students and proceeded to throw a king-sized temper tantrum (complete with screaming, scratching, yelling obscenities, and throwing things) within the first hour. Room 8 housed many children with behavior

problems, but even they couldn't believe what they were witnessing. Joannie was definitely going to be difficult for them to warm up to.

One April day, however, we went to the park again. I had bought each child a pack of "pop rocks" (just as the craze was beginning, and before any of the class knew what they were). I explained that they were in for a "new experience," and I wanted to be the first to share it with them.

They were delighted when they found out what happened when they put the candy in their mouths. It popped and fizzed, making wierd crackling noises, as it bounced around inside their mouths. (It was a neat five-senses lesson, with no teaching involved.)[85] The children became hysterical in their laughter, as they watched the expressions on each other's faces.

During this course of events, however, Joannie was so excited that she started jumping up and down, accidentally dumping her pop rocks on the pavement (where they proceeded to pop themselves into oblivion). I braced myself for the fit I had become conditioned to expect. Instead, she only frowned, hugging her body, as she turned aside, so that others couldn't see how unhappy she was.

Then, before I could get over to console her, five children silently went over to her and gave her some of their own pop rocks. None was aware that anyone else had offered her any (this was not a copycat affair), and she actually ended up with more than she started off with.

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[85]This lesson was something akin to those presented in the SCIS program, wherein all science lessons are built around observation at unscheduled times. Lawrence Hall of Science, Science Curriculum Improvement Study (Berkley: University of California, 1969).

Joannie was so thrilled, that she shouted her good fortune to all, and the children, instead of feeling conned, were amused. I was so proud of all of them.

During the latter part of that hour, the children all surrounded me, pulling and shoving me over to the swingset, where they each took turns pushing me in the swing. It was their way of saying "thank you," and I marveled at how far the group had come.

In view of the above items, and judging from the results of the Self-Concept Tests, the Social Acceptance Scales, and teacher observation, I am able to state, without qualification, that the four overall objectives of my program were met: (1) The students' self concepts were improved; (2) The students showed an increase in their awareness of social interaction; (3) There were significantly fewer isolates and neglectees in room 8 at the end of the year; and, (4) Fewer students were seen as unacceptable by their classmates. All in all, it was a very successful (if not trying) year for us.

CHAPTER IX

RESULTS OF FOURTH GRADE TESTING

The 1977/8 school year was a success insofar as the children's peer group relationships are concerned. This study, however, is to see if the students in room 8 would retain the learnings/attitudes about friendships, and be able to apply them to a new situation (namely the fourth grade), once specific lessons and reinforcement were removed.

When this class graduated into the fourth grade, it was divided into five different rooms. These children then had the opportunity to see their new classmates as O.K. or not O.K., right from the start, and could either begin to build friendships right away or could revert to being the isolates or neglectees that they once were.

One Friday in October, when my new third graders were at the library, I sent a note around to the fourth grade classes, asking my previous students to come back to room 8 for a short visit. They came in, in dribs and drabs. They were all so excited to come back as a group, that it was hard to get them to settle down. Everytime the door opened, and someone else would walk in, the commotion would start all over again. They were so happy to see their old friends, that it reminded me of the twenty-five year high school reunion that I had recently attended. To hear all the noise, one would think that these children hadn't seen each other in years! There was much activity

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revolving around trying to find their old desks, discussing the bulletin boards, room arrangement, favorite toys, etc. It was easy to see that they were thrilled to be back.

When I explained that we were going to take a Social Acceptance Scale revolving around the children in their new classes, they were eager to begin. This test was completed with a minimum of interruptions.

However, as we were in the process of collecting these papers, my third graders arrived back from the library, ready to go home. Naturally, they were surprised to see all those "big kids" occupying their seats. During this confusion, the fourth graders were laughing and joking to each other, as I was trying to hustle my third graders out of the door. This caused several pupils to question me (aside), as to why the older kids were being so "silly." (My pupils this year are much more mature, and were quick to notice the frivilous mood of the others.) I was pleased to answer that the fourth graders were so happy to see each other again that they were a little more boisterous than usual. (Again, I saw this interplay as growth, remembering how long it took these children to interact with each other at all.)

After my present class left, I explained to the fourth graders that we would just be a little later going home, as we weren't quite finished yet. Whereupon they informed me that they were already thirty minutes late[86] leaving school (!), but that they would be glad to stay until we were finished. Not one child had complained about having to

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[86]I later found out that because the third grade teachers opted for split-day reading groups, we are in session far longer than any other grade in the school.

stay after school, to take the Student Acceptance Scales. I was dumb-
founded, to say the least.

I then handed out the rosters bearing the names of last year's
group, and the children erupted into cheers and applause. They defi-
nitely liked being back together, and began the test without further
ado.

After tabulation (see Tables X and XI), when compared with the
results of the third grade tests, the following becomes clear:
(1) Growth is shown in that the students chose others more often as
best friends (see Table XII), and (2) Growth is shown in that the stu-
dents chose others less often as unacceptable (see Table XIII). These
are exactly the results I had hoped for, but felt we wouldn't achieve.
It was my thinking that much regression would occur during the summer,
when no positive reinforcement would be evident. Again, thankfully,
I had underestimated these children. There is definitely a positive
carryover of Affective Education from one school year to the next.

Observation, however, continues to be the primary way in which
I am able to chart growth in these students. I am including a couple
of items below, to show the way in which carryover is observable.

ITEM: It is natural for students to come back to visit their
last year's teacher, during the first few days of a new school year.
But once they become more accustomed to their new teacher, and gain
more understanding of how the new teacher operates, these visits begin
to trickle off. Usually, by the end of the third week, they have
stopped entirely on a day-to-day basis, with only an occasional visit
throughout the year.

Again, this class is different. It is now January, 1979, and

TABLE X

SOCIAL ACCEPTANCE SCALE*

Name	Best Friend	Friend	O.K.	Not O.K.	Present Room Number
					G**
Andy	6	3	4	16	24
Arnetta	13	10	5	0	25
Becky	5	5	11	8	26
Belen	11	9	6	0	24
Brian	13	11	1	0	24
Derek	1	2	1	20	24
Ernesto	2	7	2	17	26
Eunice	3	8	10	7	25
Everett	5	3	7	12	25
Gloria					24
Ionotana	6	4	18	0	25
Junior	17	2	3	5	G
Joannie	11	7	9	0	
Latanya					15
Linda	2	1	8	16	15
Lolo	1	2	2	25	
Monique	10	8	6	2	15
Pat	20	5	0	1	26
Shane	6	12	12	0	26
Stacie	4	14	6	5	15
Norma	7	6	8	10	25
Verenda					25
Michelle	3	1	3	23	25
Joey	3	8	13	4	25

*This Social Acceptance Scale was administered in October, 1978. These students are in five different classrooms. They were given a roster with names of their present classmates.

**The G represents the Guidance room, wherein are placed those students with severe behavior problems.

TABLE XI

SOCIAL ACCEPTANCE SCALE*

Name	Best Friend	Friend	O.K.	Not O.K.	Others Chose as Not O.K.
Andy	6	3	10	4	2
Arnetta	10	7	6	0	2
Becky	10	2	10	2	3
Belen					
Brian	12	6	5	0	0
Derek	5	4	3	11	2
Ernesto	10	6	4	3	2
Eunice	3	6	8	6	2
Everett	6	3	14	0	2
Gloria	10	5	7	1	3
Ionotana	9	13	1	0	9
Joannie	11	5	7	0	2
Joey	22	1	—	0	2
Junior	10	8	5	0	5
Latanya	10	3	6	4	1
Linda	9	4	6	4	1
Lolo	3	12	8	0	1
Michelle	6	8	4	5	4
Monique	8	6	7	2	1
Pat	17	1	4	1	2
Shane	9	17	7	0	1
Stacie	8	11	2	2	2
Verenda	16				

*This Social Acceptance Scale was administered in October, 1978. These children are now in five different classes, but were given a roster with the names of their third grade classmates.

TABLE XII

SOCIAL ACCEPTANCE SCALE COMPARISON

| | Number of times s/he chose others as best friends: | | | |
Name	October, 1977 in Room 8	June, 1978 in Room 8	October, 1978 in Room 8	October, 1978 In Other Rooms
Andy	3	8*	6*	6*
Arnetta	8	8	10*	13*
Becky	3	3	10*	5*
Belen	2	18*		11*
Brian	1	2*	12*	13*
Derek	3	2	5*	1
Ernesto	4	15*	10*	2
Eunice	2	3*	3*	3*
Everett	2	10*	6*	5*
Gloria	4	8*	10*	6*
Ionotana	1	3*	9*	11*
Joannie	2	8*	11*	11*
Joey	0	21*	22*	3*
Junior	1	7*	10*	17*
Latanya	2	6*	10*	13*
Linda	3	7*	9*	2
Lolo	1	1	3*	1
Michelle	0	8*	6*	3*
Monique	1	2*	8*	10*
Pat	5	11*	17*	20*
Shane	5	4	9*	6*
Stacie	1	3*	8*	4*
Verenda	0	10*	16*	6*
Improvement noted in:		18 pupils	22 pupils	19 pupils

*Shows growth in that the students chose others more often as best
 friends, when compared to the pretests given in October, 1977.

these children continue to drop by every week. They come, either singly or in small groups, just to chat. They tell me about their problems, as well as their friendships. It is great to be able to see them continuing to mature into concerned, loving, caring, sympathetic individuals.

ITEM: This class was forever trying to give me gifts (which was difficult for them to do, being on welfare incomes. As a result, I received presents that were meaningful to the children: things that they had either used, found, or caught. These included such items as: bunches of wilting flowers, beautiful cracked marbles, unique buttons, various things with interesting designs (rocks, shells, cloth), broken toys, old torn, worn photographs of themselves, lizards, frogs, one dangly earring, etc. Mostly they drew pictures for me, or wrote love letters and left them on my desk.

This need to share was brought graphically to my attention again, this year. As I was walking onto the school grounds one morning, Stacie came flying towards me from the other side of the playground, all the while yelling at the top of her lungs, "Ms. Meinberg! Ms. Meinberg! I've got a present for you!" She was so excited, she was jumping up and down, in her eagerness for me to open her sack.

Upon opening the bag, an unbearable stench greeted me, as I looked in upon two very large, and very dead, crabs. Stacie was so thrilled that she was able to bring me something to use in my classroom with my new third graders (I teach a social studies unit entitled, "Ships, Boats and Harbors" for half of the school year, in which we spend some time studying beach and sea animals), that she was unaware of the phenomenal acting that I was accomplishing, in an effort not to gag all

over her gift.

I didn't have the heart to tell her that there was no formaline in which to "preserve" her gift. So, after showing the crabs to my class (while holding our noses), I very quietly disposed of them in one of the large outside trash cans, hoping no one would think the smell came from leftover cafeteria food.[87]

ITEM: I always make a big todo about birthdays. We sing "Happy Birthday" to the pupil whose birthday it is, as I hand the child a birthday card. Then, we all chant, "A pinch to grow an inch, a sock to grow a lot, and a smile to grow a mile," as I go through the motions. Then I make a big show of planting a very loud birthday kiss on the child's cheek. This nonsense thrills the children no end. They all get so excited that they jump out of their seats, to run over and inspect the bright imprint, which is either proudly worn all day as a "birthday badge," or is hastily rubbed off (to the tune of the class' laughter). It is my way of showing the child how glad we all are that s/he was born on this special day, and further, that s/he is a unique individual.

We were about five months into the third grade school year, when

[87]"One cannot always be honest to others about one's feelings, especially when honesty serves only the purpose of hurting someone's feelings. Honesty of feelings or honesty in expressing one's perceptions does not make those perceptions true or real. The perceptions are true or the feelings real only for the person perceiving or feeling them, and that does not necessarily make them true or real for others.. Children must be taught not to lie to themselves, but they also should be taught that blurting out everything they may think or feel to others, without considering that other person's feelings as well, is not always desirable." Ester P. Rothman, Troubled Teachers (New York: David McKay, 1977), p. 218. She further states that "...total honesty is many times only a vindication of aggression and hostility, and in preaching this kind of honesty, teachers often are only expending their own hostilities and indulging their own rebelliousness." Ibid., p. 219.

(at the park again) several children asked me when my birthday was to be celebrated. I told them that it had already passed, being January 1st, New Year's Day, and, as such it was always during school vacation. They were most upset that nothing had been done for me on my special day. So they all got together and made me a gigantic mud cake.

There was much discussion as to how old I was (I always tell children, when asked the age question, that I feel one hundred and two years old), and much mathematical figuring involved. They finally decided that each child would put one candle (a twig) on the cake, and that the total would represent my age, regardless of how old I really was. (Can you see the group process working?!)

At length, I was pushed and pulled over to where my cake was (it had been decorated around the outside with colorful flowers and leaves), and we all sat there, pretending to eat, while they sang to me. It was great fun.

However, the surprise came this year, when this group was in the fourth grade. The children all mobbed me, as I walked onto the school grounds (on January 2nd, after our 16 day winter vacation), yelling "Happy Birthday!", "Did you have a Happy Birthday?", and words to that effect. They did not say anything about Christmas, New Year's Day, or our holiday vacation, at all. They were all simply concerned about my birthday, and showing me that they thought I was special, too. I was astounded, to say the least.

CHAPTER X

CONCLUSIONS

For my purposes, I have proven to myself that there is effective

carryover of affective education, from one school year to the next

(although, admittedly, I was able to measure changes in student atti-

tudes and social behavior mostly through observation). However, as

stated earlier, because of the low reading level and short attention

span of this class, it was difficult to do any detailed or extensive

testing. Indeed, the Social Acceptance Scale was made to be as easy to

take as possible, and, as such, does not have the reliability or valid-

ity of some widely used instruments.

Irregardless, for those researchers who are interested in student

improvement in such areas as: (1) developing a positive self concept;

(2) becoming aware of one's unique potentials; (3) participating in

meaningful discussions; (4) participating in group activities; (5) using

effective listening behavior; (6) developing positive attitudes about

school; (7) becoming involved with one another in a positive manner;

etc., this study should be "proof" enough that affective education is

worthwhile (both short term and long term).

I am aware, however, that for those "hard data" researchers, this

study will not provide conclusive proof. It would be interesting,

therefore, to see if another class (given similar behavior/social

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problems, but improved reading skills coupled with longer attention spans), studying some of the principles of effective social interaction, would achieve the same results, through testing the students' under-standing of these principles by using regular pencil and paper tests. In other words: testing objectives that could be measured using tradi-tional cognitive evaluation devices.

If, and until, such testing is achieved, it is my opinion that this study, added to the considerable weight of the positive evidence of those published[88] and unpublished[89] tests and measurements for affective education, should suffice.

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[88]Refer again to the Ralph Hoophner (ed.), The CSE Elementary School Test Evaluation (Los Angeles: UCLA Graduate School of Education, 1970) material discussed in footnote #56 on page 33.

[89]Refer again to the Orval G. Johnson, Tests and Measurements in Child Development: Volumes I and II (San Francisco: Jossey-Hass, 1976) material discussed in footnote #56 on page 33.

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LONG BEACH UNIFIED SCHOOL DISTRICT

Vernon A. Hinze
Superintendent of Schools

CLARIFICATION AND GUIDE FOR THE

DEVELOPMENT OF MEANINGFUL MULTICULTURAL COMPONENT

IN ESEA TITLE I AND SB90EDY PROGRAMS

TABLE OF CONTENTS

*To be included later.

DEFINITIONS OF TERMS USED

From: Materials For Plan Rating of Required Components
Elementary Field Services Unit
California State Department of Education
August 11, 1975

A. Culture refers to the commonalities in the social heritage
of a group; it includes language, social patterns, values
and beliefs, dress, and food.

B. Human dignity is the quality or state of being worthy,
honorable, worthy of respect. It is founded on:

    1. Man's innate worth as a human being.

    2. An awareness and understanding of an identity that one
    can be proud of.

    3. A healthy self-image.

    4. A sense of security that comes from personal growth and
    development which, in turn, enables one to cope with
    the physical and social environment.

C. Respect for all peoples means to consider people worthy of
esteem or as having value or worth and to treat them as
such. It comes from:

    1. Awareness of the diversity of cultures in our society.

    2. Knowledge of cultures.

    3. Understanding of cultures (understanding how people
    behave the way they do as a result of their respective
    cultures).

    4. Acceptance of people who are "culturally different" from
    one's self, not just tolerance of them.

    5. Appreciation of other cultures.

D. Interdisciplinary process suggests that multicultural
education includes concepts from various disciplines, that
it is not to be taught as a separate component, and that it
is expected to permeate the entire curriculum.

E. <u>Cultural pluralism</u> is both a fact and a concept. As a fact, it means the existence of diverse cultures; as a concept, it refers to the coexistence of these cultures, rather than the ideology which hoped to "melt" cultures into one. Applied to the individual, cultural pluralism means respect not only for one's culture but of other cultures as well.

F. <u>Bilingual education</u> is an educational process which uses the child's primary language as well as English as means of instruction.

G. <u>Ethnic studies</u> refers to the study of races or large groups of people classed according to common traits and customs.

H. <u>Intercultural studies</u> refer to the study of other cultures, their distinct characteristics, their place in history, their contributions to our cultural heritage.

I. <u>Crosscultural education</u> deals with the comparison of two or more cultures to determine their similarities and differences as a means of achieving cultural understanding.

J. <u>Intergroup relations</u> include activities designed to alleviate racial, social, and linguistic isolation by fostering inter-action between groups of children from different ethnic, cultural, and socio-economic backgrounds.

K. <u>Human relations</u> include interactions which take place between or among any individual or groups of individuals.

THOUGHTS AND ASSUMPTIONS OF MULTICULTURAL EDUCATION

From: Materials For Plan Rating of Required Components
Elementary Field Services Unit
California State Department of Education
August 11, 1975

A. Every culture has a right to exist and perpetuate itself;
that right is rooted in man's nature, in religion, in
philosophy, in psychology, and in our laws.

B. Self-understanding is basic to one's understanding of
others.

C. Stereotypes formed by years of "cultural illiteracy" and/or
misinformation should be corrected through a serious study
of cultures.

D. Every culture is unique; no culture is "culturally deficient"
or "culturally disadvantaged." Cultures are "culturally
different."

E. There should be no single standard of excellence for all
cultures. Every man should be free to become the best that
he can be in terms of himself and his culture.

F. Cultural pluralism is in harmony with democratic precepts.
The very essence of democracy is respect for human worth
and belief in the human capacity for self-realization and
the ability to contribute to common good. Democracy,
therefore, provides an appropriate setting for cultural
pluralism and vice versa.

G. Cultural pluralism, while teaching our respective cultures,
must recognize the need to teach the young the mainstream
skills and knowledges which will enable them to cope with
our socioeconomic and political systems.

H. The melting pot concept that predominated in this country
for generations--a concept centered on the essential
objectives of assimilation and the effacement of cultural
identity--no longer governs.

I. There should be a redefinition of "what is an American."
American roots stem from diverse cultural, ethnic and
religious groups.

J. The various cultures can eventually unite by defining them-
selves and realizing that they are enriching one another.

K. There must be unity in diversity, with cultures existing
in a mutually supportive relationship within the framework
of one nation.

STATEMENT ON MULTICULTURAL EDUCATION
Office of Compensatory Education

In this age of greater interdependence of peoples in the world community and in our country, there is a need for educational experiences which would develop mutual under- standings of peoples and promote positive participation in a democratic and pluralistic society. Multicultural education will provide opportunities for increased communication, greater exchange of ideas, and a fuller appreciation of differences and similarities. An acceptance of differences and similarities and reciprocity of cultural values is part of developing the knowledge, attitudes, and skills essential to participate effectively and positively in a pluralistic society. While multicultural experiences would reflect the cultural and ethnic diversity of our society, they also should promote equal oppor- tunity and social cooperation. They should be designed to facilitate positive interaction among students of various ethnic and cultural backgrounds.

Multicultural education is a term being used to describe an evolving, dynamic process for expanding the instructional program to encompass the heritage and experience of all childrea. Multicultural education is not a subject area but is a process which requires a teaching style which is integrative and inter- disciplinary in approach. It is open ended, suggesting a format which makes available the resources and information which will enable the student to develop a fuller understanding of the American experience.

Much of multicultural education is not at all new. Teachers have developed many activities without labeling them "multicultural." What may be now to some teachers is the focus. The emphasis is not only in developing an understanding and positive acceptance of different cultures and of people in distant lands but also focuses upon the heritage of all people who are called Americans.

Therefore, the climate of our schools should reflect the cultural diversity of America's peoples and history. However, activities should not encourage separation or an over-emphasis of differences to the extent of leading to isolationism. Similarities of peoples should be emphasized also. It should be recognized that diverse cultures in American life are inter- dependent and thus provide the fabric of unity and enrichment for our uniquely pluralistic society. Multicultural experiences should enable students to realize that people of different religious, ethnic, cultural, and socio-economic backgrounds do have common concerns and can work together to solve common problems.

Multicultural education is consistent with the democratic precepts upon which this country is founded. It reaffirms the respect for all persons and their right to equal opportunity in their pursuit of happiness. It places faith in the individual's ability to contribute positively to the whole of the society.

MULTICULTURAL GOALS

I.   (Human Dignity) The child will develop a positive
      self-image by having opportunities to appreciate and
      value his/her worth as a human being and to recognize
      that all people have basic human needs.

II.   (Ethnic Studies) The child will have increased aware-
      ness, knowledge, and pride in his/her own ethnic and
      cultural heritage, its history, and contributions to
      the American society.

III. (Intercultural Studies) The child will increase in
      knowledge, understanding, and appreciation of other
      cultures and their contributions to the American
      society.

IV.   (Understanding and Acceptance of Differences and
      Similarities) The child will have the opportunity to
      understand, appreciate, and accept as valid, differences
      and similarities among people.

V.   (Human and Intergroup Relations) The child will have
      opportunities to develop skills which will enable him/
      her to live successfully and creatively, and to develop
      effective human relations in a society which is racially,
      culturally, and economically diverse.

OUTLINE OF INSTRUCTIONAL CONTENT AREAS

The following categories of instructional content should provide a basis for development of instructional units and activities in the multicultural component. The content areas as listed suggest the learnings inherent in the stated goals. They are further identified as to whether the content is a knowledge or an attitude to be taught. The classification does not indicate a hierarchy or a learning sequence. While the following does not constitute a complete listing of content areas, the areas are interrelated and are parts of the total multicultural educational experience.

GOAL I: (Human Dignity) The child will develop a positive self-image by having opportunities to appreciate and value his/her worth as a human being and to recognize that all people have basic human needs.

A. Knowledge

1. Knowledge of human emotions and factors affecting personal feelings and behavior--parents and family, peers, teachers

2. Knowledge of how one views himself/herself

3. Knowledge of one's heritage as part of understanding oneself

4. Knowledge of basic human needs and the variety of ways cultural groups meet these needs

5. Knowledge of the environmental and geographical factors affecting the social and cultural development of a group of people

B. Attitudes

1. Self acceptance is basic to acceptance of others

2. Awareness and acceptance of one's abilities and feelings

3. Pride in one's heritage

4. Acceptance that each person has a unique combination of heritage--appearance, values, emotions, language, customs

5. Acceptance that there is no superior or inferior culture

6. Acceptance of individual and group differences as positive and valid

7. Acceptance of people who are considered different

GOAL II: (Ethnic Studies) The child will have increased
awareness, knowledge, and pride in his/her own
ethnic and cultural heritage, its history, and
contributions to the American society.

    A. Knowledge

      1. Knowledge of the distinction between "race"
and "culture"

      2. Knowledge of the people and culture of one's
own ancestors

      3. Knowledge of history and experience of one's
own ethnic and cultural group

      4. Knowledge of the contribution of one's own
ethnic and cultural group to American history
and culture

      5. Knowledge of political, social and scientific
contributions of one's ethnic and cultural group.

    B. Attitudes

      1. Pride in one's group identity

      2. Acceptance of one's individual and cultural group
differences as positive and valid

      3. Acknowledge the fact that American society has
been enriched by the contributions of all its
ethnic groups

GOAL III: (Intercultural Studies) The child will increase
             in knowledge, understanding, and appreciation of
             other cultures and their contributions to the
             American society.

   A. Knowledge

       1. Knowledge of the history of various minority
           groups in United States (religious, ethnic,
           cultural, etc.)

       2. Knowledge of the contributions of various ethnic,
           racial, and cultural groups to American history
           and society

       3. Knowledge of universal characteristics of cultures:
           a. history   g. literature
           b. clothing   h. recreation
           c. celebrations and   i. arts and crafts
                 holidays   j. family life
           d. foods   k. communication
           e. religions and   l. housing
                 customs   m. heroes/heroines
           f. music and dance

       4. Recognition of concepts and values of different
           cultures

       5. Knowledge of positive diversities of America's
           pluralistic society

   B. Attitudes

       1. Acceptance of cultural differences of groups as
           positive and valid

       2. Acceptance of diverse cultural perspectives

       3. Acknowledging that one can learn from other
           cultures

       4. Acceptance and appreciation of the United States
           as a multiracial, multicultural, and multilingual
           nation

       5. Acknowledge that American society has been enriched
           by the contributions of all its ethnic and minority
           groups

       6. Awareness of "what is an American"

GOAL IV: (Understanding and Acceptance of Differences and
            Similarities) The child will have the opportunity
            to understand, appreciate, and accept as valid,
            differences and similarities among people.

A. Knowledge

1. Knowledge of why differences exist

2. A comparison of universal cultural characteristics to
   determine similarities and differences (See Goal III,
   A-3, page 9)

3. Similarities and differences in ways man expresses
   himself (i.e. art, music, architecture, etc.)

4. Knowledge of similarities and differences between
   cultural groups and within cultural groups (social,
   political, economic)

5. Knowledge of differences and similarities of
   concepts and values in cultures

6. Knowledge of the wide variety of cultures within
   the United States and in the local community

7. Knowledge of the ways in which we adopt and adapt
   from each other's cultures

8. A comparison of the historical experiences of all
   ethnic and cultural groups

9. Knowledge of diverse historical perspectives

10. Comparison of various cultural and ethnic value
    systems

B. Attitudes

1. Understanding and appreciation of the world as a
   multiracial, multicultural, multilingual, multi-
   national phenomenon

2. Acknowledging that one can learn from other cultures

3. Acceptance that cultural pluralism is in harmony with
   democratic precepts within a democratic society

4. Awareness of the need to recognize diverse perspective

5. Positive acceptance of differences

GOAL V: (Human and Intergroup Relations) The child will have opportunities to develop skills which will enable him/her to live successfully and creatively, and to develop effective human relations in a society which is racially, culturally, and economically diverse.

A. Knowledge

1. Knowledge of the meaning of cultural pluralism

2. Causes of cultural, racial, social, and religious misunderstandings

3. Nature and causes of prejudice and discrimination

4. Consequences of prejudice, discrimination, and stereotyping

5. Knowledge of negative aspects of racial and cultural stereotyping

6. Knowledge of racism and how it affects individual and group behavior

7. Knowledge of the "names" which minority groups use in reference to themselves or aspects of their culture

B. Attitudes

1. Acceptance of cultural pluralism as a viable concept -coexistence of diverse groups in the United States

2. Acknowledgment that cultural pluralism is in harmony with democratic precepts within a democratic society

3. Awareness of "what is an American"

4. Acceptance of cultural alternatives, values and life styles within the United States as valid

5. Allowing individuals to choose to adopt those cultural traditions and expressions of his group he considers most appropriate for himself, and also adopt cultural expressions of other groups that may suit his personalit and values

6. Acknowledge that the American society has been enriched by the cultural contributions of all its ethnic and minority groups

7. Acknowledge that people of different cultural, religiour ethnic and socio-economic backgrounds can have common concerns and can work together to solve common problems

8. Recognition of the importance of cultural influences in lives of individuals and communities

Program Description

Program Objective (F)	Major solution procedures (G)	Event Schedule (H)										
		J	A	S	O	N	D	J	F	M	A	M

1-By June, 1977, the following percents of K-3 pupils will have improved attitudes about themselves and school. This will be determined by the number of children who show an increase of at least one point when May, 1977, scores are compared to those they received on the same district provided attitudinal assessment given in April, 1976.

Level	Minimum%
K	90%
1	83%
2	90%
3	75%

For purposes of reporting to the state the above will be considered as 4 objectives.

1a- A variety of assemblies highlighting various cultures will be presented.

1b- Paraprofessionals will have the opportunity to attend in-service training to acquaint them with various concepts of the affective domain.

1c- Activities to promote the development of positive self-concept will be provided but not limited to: films, filmstrips, group discussions, role-playing, positive reinforcement, and will be verified by a teacher questionaire.

1d- A system of positive reinforcement involving the support staff which extends a child's positive self-concept will be continued.

1e-All children will be encouraged to participate in activities based on their own strengths, interests, and developmental levels. Each child will be challenged to work at his own optimal level and in no case will a child be prescribed work which, according to diagnosis and teacher judgement, exceeds his present developmental level. (The base for diagnosis will be decided by the teacher.)

Instructional Component: __Multicultural__

Program Year 1976-7

	Program Description													
							Event Schedule (H)							
Program objective (F)	Major solution procedures (G)	J	A	S	O	N	D	J		M	A	M	J
	1f- An individual, continuous progress program will be provided each child as shown by a variety of learning activities, materials, and methods in use in a rich learning environment.			a.									
	1g- A Guidance Committee composed of the Principal, Counselor, Resource Teacher, Guidance Teacher, Facilitator and Nurse will meet once each week to determine a course of action to follow with regard to those students who have been referred to Guidance Committee by members of the staff.			b.									

Instructional Component: Multicultural

Program Year 1976-77

Program Description

Program objective (F)	Major solution procedures (G)	Event Schedule (H)											
		A	S	O	N	D	J	F	M	A	M	J	J

2. By June 1, 1977, 85% of the kindergarten through sixth grade teachers will have provided at least 6 activities per month that correspond to the Long Beach Unified School District's Multicultural Program Goals.*
The activities will be rated on a questionnaire by the teachers as being "very effective" or "effective" using a scale of "very effective", "effective", and "ineffective".

* Long Beach Unified School District's Multicultural Program Goals:
A. Human Dignity
B. Ethnic Studies
C. Intercultural Studies
D. Appreciation and Acceptance of Differences and Similarities.
E. Human and Intergroup Relations.

2a. The Resource Teacher, Curriculum Specialists, and/or the Program Facilitator will prepare a calendar of events which have significance for the various racial, ethnic and cultural groups of society.
2b. Materials and/or activities relative to the significant dates will be prepared by the Curriculum Specialists and the Media Specialist and disseminated to the pupils by the classroom teachers.
2c. Books, recordings, and film-strips and many other materials will continue to be purchased and will be available for classroom use.
2d. Pupils will use the Media Center as a resource for gathering multicultural information and materials.
2e. The Resource Teacher, Program Facilitator, and/or Curriculum Specialists will continue to schedule multicultural activities such as assemblies, films field trips, and presentations by resource persons to the extent that funds are available throughout the year. Each classroom teacher participating in a particular multicultural activity will complete a questionnaire designed to rate the activity in terms of its value in increasing the students' awareness of other people and their cultures.

Instructional Component: __Multicultural__

Program Year 1976-77

Program Description

Program objective (F)	Major solution procedure (G)	Event Schedule (H)													
		J	A	S	O	N	D	J	F	M	A	M	J	J
	2f. Parents will be informed through a monthly newsletter of multicultural activities.			▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	
	2g. In order to provide for more guided interaction among pupils, a multicultural committee will be formed, consisting of certificated personnel, classified personnel and parents. The purpose of the committee is to plan and organize multicultural activities, develop and disseminate material to teachers, and schedule resource persons for assemblies and classroom visitations.			▲			▲			▲			▲	
	2h. Parents will be encouraged to share their knowledge and materials and participate in multicultural activities related to their own or other cultures.			▲										▲
	2i. The Media Specialist will publish a T.V. listing of multicultural programs and/or presentations monthly for home viewing.			▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	
	2j. At least 2 classes in grades K-3 will be involved in a cultural exchange program with MacArthur School. These classes will exchange art projects, experiences, tapes, letters, and a field trip to the extent that funds are available.			▲										▲
	(2k) Teachers will continue to provide a variety of multicultural activities and experiences.			▲										▲

Evaluation of Program Objectives (Column F, page 6.1)			Evaluation of Major Solution Procedures (Column G, page 6.1)	
Type of evaluation instrument (indicate name, level, and form, if standardized tests are used.) (A)	Measurement dates (B)	Position or name of person(s) responsible for evaluation of objectives (C)	Method used for evaluating major solution procedures (D)	Position or name of person(s) responsible for evaluation of solution procedures (E)
1. District Attitudinal Assessment	June, 1977	Facilitator and Resource Teacher	1a. Records 1b. Records 1c. Questionnaire 1d. Reocrds 1e. Records 1f. Records 1g. Weekly Record	1a. Facilitator 1b. Facilitator and Resource Teacher 1c. Facilitator 1d. Facilitator and Resource Teacher 1e. Teachers 1f. Teacher and Specialist 1g. Counselor
2. Questionnaire	June 1, 1977	Resource Teacher and/or Facilitator	2a. Calendar of Events 2b. Questionnaire 2c. Purchase Orders 2d. Media Specialist Records 2e. Questionnaire 2f. Newsletter 2g. Minutes of Multicultural Meeting 2h. Facilitators' Multicultural Records 2i. T.V. Listing 2j. Facilitator's Records 2k. Questionnaire	2a. Resource Teacher and Facilitator 2b. Classroom Teachers 2c. Resource Teacher and Facilitator 2d. Media Specialist 2e. Classroom Teachers 2f. Resource Teacher 2g. Multicultural Committee Chairman 2h. Facilitator 2i. Media Specialist 2j. Facilitator 2k. Teachers

THE SAMOAN CHILD IN AMERICAN SCHOOLS

Tilani Ilaoa

THE SAMOAN CHILD IN AMERICAN SCHOOLS
By Tilani Ilaoa

INTRODUCTION

The majority of Samoan children in this country lead rather
vicarious lives. What they encounter at school and outside of the
home, and what they see on television is quite different from what
they experience at home, where Samoan traditions are usually
maintained.

The teacher should keep in mind that the culture of Samoa is
non-western and this implies far greater differences than meets the
eye. The Samoan perspective and value system, as well as the
structure of the language (and therefore thinking patterns) are
quite different from those of an American.

I. The following items are presented primarily as consciousness-
   raising insights into the Samoan culture and the resultant
   behaviors of many Samoan children in American schools.

   A. Samoans are a highly communal people who place the utmost
      value on the family, sharing and helping one another.

      1. Samoan students are often not very competitive academ-
         ically as they see helping each other in their work as
         being more valuable than placing higher than others
         academically.

      2. What is considered "stealing" in this society is usually
         regarded as "borrowing" to the Samoan child who is more
         familiar with the concept of communal property than
         that of "private ownership."

Should problems develop in either of the above areas, a frank
discussion of the cultural differences (without implying the
superiority of either) should remedy the situation.

   B. Samoans are a very physical people. They admire physical
      strength and coordination and tend to allow their children
      much more physical freedom and activity than do most parents
      in this society.

      1. It often becomes difficult for a young Samoan child to
         sit through long stretches of seatwork. Some allowance
         might be made for movement.

      2. Samoan children are taught not to fear fighting and to
         always defend their family name. Therefore, a Samoan
         child will almost inevitably fight when he is provoked
         or his family is ridiculed by other children.

Again, if problems arise in these areas, you should openly discuss
with the child what is expected of him at school - taking into
consideration his background and the reasons for his behavior.

C. The Samoan culture is age and not youth oriented.

    1. Samoan children generally have more responsibilities in the home than other children. It is not uncommon for a Samoan child to come to school tired as a result of the chores he has at home.

    2. Samoan children often do not get the parental attention in school work that other children receive. This may be a result of parents who are uneducated or parents who simply do not have the time because of caring for other young children in the home or working.

If either of these situations develops into a real problem, it would be best to meet with the parent. (section II)

D. The Samoan culture is very structured and the levels of authority quite clear. Samoan children are always expected to obey authority figures.

    1. When a Samoan child misbehaves at home he is spanked. When he misbehaves at school the teacher should be firm with him and let him know immediately that misbehavior will not be tolerated.

    2. It is extremely important, however, that the child is aware of the fact that he has, indeed, misbehaved. A discussion of your standards will be most beneficial.

    3. Teachers should also be aware of those students who purposefully misbehave in order to be excluded from the lesson. This is not unusual for those who are having difficulties with their studies and are seeking a way out.

    4. Often, Samoan students will not understand the teacher's directions but will not ask for assistance. The child doesn't want to appear rude by asking too many questions as he has been taught to obey without fuss. Or, he may be ashamed of the fact that he cannot understand the teacher.

Too often, Samoan children are required to listen and obey and are not allowed to participate verbally. When they come to school, too many teachers are content to have them sit quietly and seem not to notice that they are not really participating. The teacher should, from the beginning, encourage the Samoan students to participate in oral activities, despite the language problems they might have. Once they become comfortable in communicating with the teacher, they will be much more likely to come to you when they do need help.

- 3 -

E. Feelings of guilt are rare in the Samoan child who is usually punished immediately for misbehaving and then quickly forgiven. Shame, however, is quite prevalent and is effectively used as a means of social control.

   1. If a child misbehaves in the classroom, and is aware that he has misbehaved, he should be called aside and dealt with privately. If he is shamed in front of the entire class, it may be more humiliating than he can tolerate, and he may simply cease responding to the teacher.

   2. It may be helpful to remind him that his behavior is reflecting upon his family (and culture). This should be stated with concern, and not in a derogatory manner.

II. What to do about problems you can't solve between the pupil and yourself.

   A. It may be best to begin by locating an older brother, sister or cousin in the school. Explain the problem to him/her and ask them to help you by taking the matter home to the parent (family). This is often successful as older children are accustomed to being responsible for younger family members.

   B. If the problem remains unsolved, approach A will have at least paved the way for a meeting between yourself and the parent. You may either a) arrange to meet the parent at school or b) visit the home. In either case, a personal meeting will be much more beneficial than written messages or telephone conversations.

   To facilitate communication with a parent, it might be wise to observe one Samoan custom. That is, allow the parent an uninterrupted opportunity to speak after you have presented the problem. Anything you wish to add or dispute should be done <u>after</u> the parent has spoken. Also make sure the parent knows you need his help and that you are not simply complaining about the child.

Approved: Sarah C. Malone
             Principal

dm

SAMOAN

Subject Area and Phrases	Phonetic Reading

A. Getting Acquainted

1. Good morning.

   Ta-lo-fa.

2. How are you?

   Po'o faapefea mai oe?

3. Very well, thank you, and you?

   O lo'o Manuia lava, faafetai, ae o fa'apefea mai oe?

4. What is your name?

   Oai lou igoa?

5. My name is _____.

   O lo'u igoa o Tom, Linda, etc.

6. How old are you?

   Ua fia ou tausaga?

7. I am _____ years old.

   Ua tasi, nei lo'u tausaga.

8. Where do you live?

   Po'o fea ete nofo ai?

9. I live on _____ street,

   Oute nofo _____ ile Fairman _____.

   number _____.

   Ou te nofo ile, o le fainumera _____.

B. Classroom Procedures

1. Here is your seat.

   O lou nofoaga lea.

2. Is this book yours?

   O lau tusi lea?

3. Who knows Miss _____?

   O ai na te iloaina ia Miss Tom?

4. Where is the paper?

   O fea o iai pepa?

5. It is on the table.

   O lo'o i luga ole laulau.

B. Classroom Procedures:

6. Where is your pencil?

7. I don't know.

8. Where are your crayons?

9. Open the windows please.

10. Close the door, please.

O fea o iai lau penitala?

Oute leiloaina.

O fea o iai au vali?

Fa'amolemole, tatala le fa'amalama.

Fa'amolemole, tapuni le faitoto'a.

C. General Comments:

1. What day is today?

2. Today is Monday

3. Do you feel cold?

4. Yes, I am very cold.

5. Are you warm?

6. No, I am not warm, I am fine.

Ole a le aso lenei?

Ole aso gafua.

Ua e ma'alili?

Ioe, ua ou ma'alili lava.

Oa e mafanafana?

E leai, oute le o mafanafana.

D. Time:

1. What time is it?

2. It is one'clock.

3. It is two o'clock.

4. It is time to work.

5. We have to eat lunch.

Ua tā le fia?

Ua tā le tasi.

Ua tā le lua.

Ua tā le taimi ole galuega.

E tatau ona tatou aai.

D. Time:

6. Everyone get up, please.   Tatou tutu uma i luga fa'amolemole.

7. Are you ready?   Ua e sauni?

8. Class is over.   Ua uma le vasega.

E. Commands:

1. Stand up.   Tu i luga.

2. Sit down.   Nofo i lalo.

3. Go to the blackboard.   Alu ile laupapa.

4. Raise your hand, please.   Si'i lou lima, fa'amolemole.

5. Return to your seat.   Fo'i i lou nofoaga.

6. All in group one return to your seats.   Tagata uma ei le vaega muamua toe fo'i i tou nofoaga.

7. Come here all of you in group two.   O mai uma outou na e i le vaega lua.

8. Take out your paper.   Ava e i fafo lau pepa.

9. Take your pencils out.   Ava'e i fafo lau penitala.

10. Take out your crayons.   Ava'e i fafo lau vali.

11. Take your readers out.   Ava'e i fafo lau tusi (readers).

12. Take out your spelling books.   Ava'e i fafo lau tusi sipela (spelling).

13. Put away your books.   Tu'u ese au tusi.

14. Open your books to page_____.   Su'e lau tusi ile itulau muamua.

15 Pronounce carefully.   Fa'aleo lelei.

16. Answer the question, please.   Tali le fesili, fa'amolemole.

17. Listen carefully.   Fa'alogo lelei.

F. Useful Phrases

1. Good, very well, well done.   Lelei, lelei tele, ua uma lelei ona fai.

2. That's it.   Pau, lenā.

3. I am very happy with your work.   Ua ou fiafia tele i lau galuega ia au mea aoga.

G. Arithmetic

1. Let us count.   O le a tatou faitau.

2. Let us add.   Ole, a tatou fa'aopoopo.

3. Let uw subtract.   Ole a tatou toese.

4. Let us multiply.   Ole a tatou fa'atele.

5. Let us divide.   Ole a tatou vaevae.

6. Write these numbers.

7. 1   Tasi

8. 2   Lua

9. 3   Tolu

10. 4   Fā

11.	5	Lima
12.	6	Ono
13.	7	Fitu
14.	8	Valu
15.	9	Iva
16.	10	Sefulu
17.	20	Luasefulu
18.	30	Tolu-sefulu
19.	40	Fā-sefulu
20.	50	Lima-sefulu
21.	60	Ono-sefulu
22.	70	Fitu-sefulu
23.	80	Valu-sefulu
24.	90	Iva-sefulu
25.	100	Selau
26.	200	Lua selau
27.	300	Toluselau
28.	400	Fāselau
29.	500	Limaselau
30.	600	Onoselau

4. White — lanu pa'epa'e

5. Brown — lanu enaena

6. Gray — lanu efuefu

7. Purple — lanu violēti

8. Black — lanu uli uli

9. Red — lanu mūmū

10. Green — lanu meamata

J. Months

1. January — Ianuari

2. February — Fepuari

3. March — Mati

4. April — Aperila

5. May — Mē

6. June — Iuni

7. July — Iulai

8. August — Aukuso

9. September — Setema

10. October — Oketopa

11. November — Novema

12. December — Tesema

1. Monday   Aso gasūa

2. Tuesday   Aso lua

3. Wednesday   Aso lulu

4. Thursday   Aso tofi

5. Friday   Aso faraile

6. Saturday   Aso to'ona'i

7. Sunday   Aso sā

L. Seasons

1. Spring   Tau ole totogo

2. Summer   Tau ole mafanafana

3. Autumn   Tau o lau toulu

4. Winter   Tau ole malulu