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Comparative study of the relationship between children's personality and their choice of library reading at the third grade level

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COMPARATIVE STUDY
OF THE RELATIONSHIP BETWEEN CHILDREN'S PERSONALITY
AND THEIR CHOICE OF LIBRARY READING
AT THE THIRD GRADE LEVEL

by

Sister Mary Cornelia Lange, S.S.N.D.

A RESEARCH PAPER
SUBMITTED IN PARTIAL FULFILLMENT OF THE
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This Research Paper has been
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Sister Marie Colette OSF.
(Adviser)

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CHAPTER I

THE PROBLEM

Introduction

What factors enter into a child's selection of his library reading? Does the title alone intrigue him? Does he associate it, perhaps, with something he has seen or heard on T.V.? Does he choose a certain title because a friend has told him that it is a good book? Or, over and above these reasons, does his personality play a part in his selection of a book? It was with this last question particularly in mind that the writer initiated this study.

Statement of the Problem

The purpose, then, was to compare preferences in types of library reading to types of personality as shown in a third grade personality-preference inventory. The study confined itself to the following six categories: artistic-creative, scientific, mechanical, social science, outdoors, and persuasive.

The specific objectives forming the basis of this study were:

1. What is the personality category of each third grade child?

2. Which category most appealed to the child in choosing library books?
3. Does the child's personality category correspond to the titles of books most frequently chosen?

Scope and Limitations

This study was undertaken at Our Lady of Peace School, Marshfield, Wisconsin in a third grade class of thirty-six children. The instructional reading levels of the children varied from low second to high fifth grade.

Significance

It is a well-known fact that the building of lifetime reading habits has often been the result of bringing the right book and the right child together. "Her responsibility, and in fact, one of the most exciting aspects of teaching is the bringing together of children and books in ways that stimulate reading silently for personal pleasure or reading aloud to give pleasure to others."¹

Several studies have been made showing the development of personality through reading; but to what extent, if any, the choice of reading matter was influenced by personality type has, evidently, seldom been questioned.

In an effort, therefore, to better understand the

¹Helen K. Mackintosh, "Children's Interests in Literature and the Reading Program," Reading Teacher, X (February, 1957), p. 138.

relationship between the two and to carry out her responsibility, the writer undertook this study.

Summary

This chapter states the problem with which this study is concerned, the reason for undertaking the research and the objectives to be accomplished. Subsequent chapters will review related literature and give the procedures followed in carrying out the study.

CHAPTER II

REVIEW OF LITERATURE

As a background for this study the writer examined literature relating to personality inventories, children's books today and children's reading interests.

Personality Inventories

That there is a definite dearth of studies regarding the young child's personality and the resultant effect on the various subjects of the school curricula is quite evident to anyone wishing to do research in this field. Few questionnaires for measuring the young child's personality have been published. Those known to this writer are: the Kuder General Interest Inventory¹ which is not intended for primary children but does test as low as the sixth grade and the California Test of Personality² which has several forms including one for primary children. Interest inventories have their place, and, according to some authors, a very important place in the

¹G. Frederic Kuder, General Interest Survey Form E. (Chicago, Illinois: Science Research Associates, 1964).

²Louis P. Thorpe, Willis W. Clark, and Ernest W. Tiegs, California Test of Personality. (Monterey, California: California Test Bureau, 1963).

assessment of personality. The Kuder Preference Record¹, a mock form of which was used with the children in this study, is not really intended for young children but was adapted for use at the third grade level.

Personality inventories are used in various fields today. Among others, industry, education, psychiatry and vocational counseling find value in the information received through the use of these questionnaires. An interest inventory is often used in conjunction with, or in place of, the personality inventory and from the varying definitions of the term "personality", this might almost be deemed a necessity. Smith writes: "Personality now has dozens of different meanings: legal, grammatical, ethical, religious, economic and psychological. Some psychologists define it as a stimulus, some as a response."² This author goes on to say that when personality is defined as a response, it becomes the total of all a person's behavior, and thus includes his interests. Cronbach, it would appear, has similar views. He states:

Whereas interests were once viewed almost as a product of chance conditioning, today it is thought that interests are an expression of deeply rooted needs and adjustment patterns. Interest tests are perhaps superior to many other techniques for assessing person-

¹ G. Frederic Kuder, Kuder Preference Record (Chicago, Illinois: Science Research Associates, 1948).

² Henry Clay Smith, Personality Development (New York: McGraw-Hill, 1968), p. 39

ality because of their diverse content and their acceptability to the subject.¹

In writing about the Kuder Preference Record Cronbach says that Kuder "searches first for a set of traits which summarize the main differences between persons and from there goes on to analyze logically the occupation best suited to the individual."² He stresses the fact that interest factors must first be identified. This is equally true in the area of education and especially so in the field of reading. It is for this reason, as Smith points out, that "hundreds of studies of children's interests were made between 1930 and 1950."³

With regard to the scores resulting from these inventories, the question might be asked: Do they reflect lasting characteristics? In answer to this Cronbach reports that there is a striking degree of similarity between self-descriptions given twenty years apart. The interest scores are most stable. Personality scores are only slightly poorer while attitudes, on the other hand, are quite temporary. While the self-concept seems to remain relatively stable, the meanings attached to the rest of the world change greatly with experience.⁴

¹ Lee J. Cronbach, Essentials of Psychological Testing (2nd ed.; New York: Harper and Brothers, 1960), p. 437.

² Ibid., p. 496.

³ Nila Banton Smith, Reading Instruction for Today's Children (Englewood Cliffs, New Jersey: Prentice Hall, 1963), p. 409.

⁴ Cronbach, Essentials of Psychological Testing, p. 488.

Dinkmeyer, on the other hand, would appear to have certain reservations with regard to the validity of these scores.

Inventories have been designed to measure a number of traits or dimensions of adjustment. Although these tests are convenient and frequently get below the surface in tapping an individual's own personal experiences and feelings, they are limited by the individual's report. The subject must be motivated in his desire to cooperate, or the report would have little value. Frequently, item analysis of self-report ratings can be effective in helping the teacher or psychologist to understand the personality of the individual. Generally, though, personality tests for children are still in a primitive stage.¹

Should personality inventories be used and relied on at all? After reading much pertinent literature on this subject, this writer would agree with Rogers in saying that:

While these tests isolate certain behavior for analysis personality itself is an integrated complex of attitudes, emotions and habits. Likewise there may be a gap between traits as they appear on paper and traits as they become translated into behavior.²

In summation it may be said that personality inventories appear to be most valid "where our concern is with the ways in which people differ without regard to the question of which way is better. Under such circumstances inventory measures can be as valid as other methods of measurement and much more practical."³

¹Don C. Dinkmeyer, Child Development (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1965) p. 334.

²Dorothy Rogers, Mental Hygiene in Elementary Education (Boston: Houghton Mifflin, 1957) p. 300.

³Smith, Personality Development pp. 86-87.

Children's Books Today

This is the age of children's books. Among the twenty-five hundred juvenile titles published each year are many that speak to the interests of boys and girls; some are imaginative without being didactic; others feed the imagination; often a new book is written by a favorite author; occasionally a bright new edition of a treasured classic is issued.¹

With the above quotation Beery points out the obligation which parents and teachers have of leading the right child to the right book. Anyone in the position of book purchaser for a classroom library realizes the wealth of children's books pouring from the publishing houses. The problem today is not one of finding enough books to satisfy the children but to be able to select the best that are available in line with their interests. Writing on this same topic, Strickland says:

A book is good for children only when they truly enjoy it. Conversely, a book is poor for them if they do not enjoy it even though adults rate it high and feel that the children should like it. Their own interests, in the last analysis, form the basis for selection.²

The point has been well taken that although books are written for children, for the most part, adults do the reviewing, selecting, exhibiting and buying. It is true, however, that

¹Althea Beery, "And Gladly Read," Children and Literature, ed. by Jane H. Catterson (Newark, Delaware: International Reading Association, 1970), p. 7.

²Ruth G. Strickland, The Language Arts in the Elementary School (Lexington, Massachusetts: D. C. Heath and Company, 1969), p. 436.

children may have to grow into an appreciation of some of the juvenile classics or be aided in their understanding and love for them by an interested adult.

Some authors feel that biography has reached a new high level of popularity among children of all ages. They agree that T.V. and other news media have given children a broader view of the world and a greater awareness of the leaders of our age. Biographies are in demand to satisfy their desire to learn more about the great man of our time and the past and, perhaps to identify with them.

Arbuthnot suggests that among children's books today, great interest in biographies and informational books is notable. Here she warns against the possibility of many stereotypes rather than authentic biographies being published. She also feels that, numerically, informational books threaten to outdistance all other types put together.

The books are attractive and their content is designed for particular reading levels and understanding. Their numbers and variety are so staggering that they are more than a trend; they are practically an inundation. It may be that the emphasis on social studies and science books will be the most notable trend in children's literature of the second half of the twentieth century.¹

Literature pertaining to children's books today often mentions the Soviet Union's launching of Sputnik in 1957 as an integral influence in America's mass production

¹May Hill Arbuthnot, Children and Books (3rd ed.; Chicago: Scott Foresman, 1964), p. 48.

of science books for children. The Civil Rights Movement can be cited as the cause for the publishing of books dealing with minority groups. The moon landing has sparked the arrival of science fiction dealing with life on other planets. Publishing trends definitely reflect the current events and movements.

Perhaps awareness of the increase in good literature for children today is a result of the awards being given in the field of children's literature. Among these may be mentioned the Caldecott medal given for the outstanding illustrator of children's books. As a result, picture book publishing and sales have risen to new heights. In 1922 the Newbery Medal award was originated for the author of the best American book for children. This medal was first presented to Hendrik Van Loon for his Story of Mankind. Other awards in the field of children's literature include: Laura Ingalls Wilder Medal, established in 1954 to be given every five years to the author or illustrator whose works, published in the United States, have made a significant and lasting contribution to children's literature; the Children's Book Award which is given annually to a book for children which deals realistically with problems in their contemporary world; The Boy's Club of America Junior Book Award which has been given since 1947; the Mass Media Award; Thomas Alva Edison Foundation in which four awards are made annually to children's books in selected categories dealing with science and character development; the

Jane Adams Children's Book Award which was established in 1953 and is made annually to encourage publication of books for children which are of literary merit and contain constructive themes.

Children's Reading Interests

In order to ascertain and capitalize on the varied interests of children, many studies have been conducted over the past 40 to 50 years. This is true, it would appear, in the field of reading more than in any other area. There can be little doubt that a child will read if his interest is stirred and, furthermore, that the child can best be taught reading if the keynote is interest. Smith says, "Interest is the touchstone to reading achievement, reading enjoyment and reading usefulness."¹

Since the present study concerned itself with the relationship of personality to library book choices at the third grade level, this writer was intent upon finding studies which included the primary grades. This proved to be a bit difficult since most of the studies examined seemed to have dealt with subjects of the intermediate and upper grades. This may have been due to the fact that the majority of researchers used the questionnaire type of response with the children which may have been considered too difficult for the primary grade level.

¹Smith, Reading Instruction for Today's Children, p. 408.

What does appeal to children of the primary grades? First, it would seem, one must consider the sex difference since, as Zimet reports, : "One of the most highly significant factors in reading interests is the difference in boy-girl preference. No other single determinant has received as much support and agreement in the literature."¹ Jan-Tausch, who made a survey of several studies involving children's reading interests over a period of 30 years, mentions the fact that sex is conspicuously more important than age or intelligence as a determiner of reported interest patterns.² On the other hand, most authors seem to agree on the fact that sex preferences aren't pronounced in the choices of six-to-eight-year-olds. It is in the latter half of third grade that this begins to show up markedly as reported in the study of Terman and Lima. Their work also shows that this "breach continues to widen up to adult life."³

Second, age level makes a difference in children's preferences. Lower primary children prefer stories about

¹Sara F. Zimet, "Children's Interests in Story Preferences: A Critical Review of the Literature," Elementary School Journal, LXVII (December, 1966) p. 126.

²Evelyn Jan-Tausch, "Discovery and Measurement of Interests in Reading," in Reading Diagnosis and Evaluation, ed. by Dorothy L. De Boer (Newark, Delaware: International Reading Association, 1970), pp. 116-124.

³Lewis M. Terman and Margaret Lima, Children's Reading: A Guide for Parents and Teachers, (2nd ed.: New York: Appleton-Century Crofts, 1931), p. 131.

animals, adventure, humor, patriotism and home and school life. Fairy stories and poetry with much repetition are also enjoyed at this age. Nine-year-olds, especially boys, drop the home-school life stories and start looking for physical action; human life stories with courage depicted in all male characters. Girls at this age, while still enjoying stories of home and school life, branch out into those involving sentiment, mystery and the supernatural. Both sexes avoid didactic or descriptive type stories. Poetry and plays seem to be chosen more often by girls while biography and essay type writing appeals more to the boys.

The findings summarized above represent information gathered from questionnaires administered to groups. Jan-Tausch, in her resume, points out the fact that there have been many investigations to discover group interests according to intelligence and age and grade groupings, but that there has been a scarcity of studies to determine the basic interests of the individual child and how they relate to his choice of reading material.¹

The subject of children's interests may seem to be old, but the challenge to create new techniques of ascertaining them, to find more effective means of utilizing them, and to develop methods which will stimulate new interests, is as new as tomorrow.²

¹Jan-Tausch, "Discovery and Measurement of Interests in Reading," p. 119.

²Doris Young, "Identifying and Utilizing Children's Interests," Educational Leadership, XIII (December, 1955), p. 165.

Major findings reported in this chapter are:

1. Published personality tests for very young children are practically non-existent and those that are published are in an experimental stage.

2. Sex is conspicuously more important than age or intelligence as a determiner of reported interest patterns. This factor assumes importance at the age of nine years, usually.

CHAPTER III

THE PROCEDURE

Introduction

The main objective of this study was to compare preferences in types of library reading to types of personality as shown in a third grade Personality Inventory.¹ A mock-Kuder type inventory which appeared in the March, 1970, issue of the third grade Joy² magazine prompted this writer to use the results in a comparative study with a Book Preference Inventory³. A letter⁴ was sent to the editor of the Joy magazine and permission was granted to use the inventory in the study. The writer of this paper, who was the teacher of the third grade involved in the study, administered and scored both inventories used in the research.

Administration and Scoring of Personality Inventory

The third grade of Our Lady of Peace School was a self-contained classroom of thirty-six students. The instructional reading levels of the children varied from low second

¹See Appendix III, p. 40

²Joy Magazine Level Three, Minneapolis, Minnesota: Mine Publications, Inc., March, 1970.

³See Appendix II, p. 32.

⁴See Appendix I, p. 30.

to high fifth grade. Because the children had never had this type of inventory, an explanation and illustration of what it entailed was given. After it was felt that they fully understood what was expected, the inventories were distributed and the directions printed on them were followed. As can be seen in the Personality Inventory¹ the children were to check two choices in each of the 40 groups of three. One check was to represent their most preferred and the other their least preferred choice. These choices eventually categorized their personality as belonging to the artistic-creative, scientific, social science, outdoor, mechanical, or persuasive type. As the children worked on the inventory, help was given with any of the vocabulary which was not understood.

On the following day the children were aided in classifying their choices under the respective categories. During the next few days the writer, with each child individually, charted the choices and summed up the results.

Selection of Book Titles

After the personality inventories were administered and charted, book titles to correspond with the six categories were selected. The Children's Catalog² yielded many of the

¹See Appendix I, p. 40.

²Children's Catalog, 11th ed. Ed. by Rachel Shor and Estelle A. Fidell. New York: H.W. Wilson Company, 1966.

titles. Others were: Paperback Classroom Libraries¹ and The Highest Recommended Library Books 1970.² When it was found that there was an insufficient number of books at or around third grade readability whose category, just by title alone, was evident to the children, it was decided to compose several fictitious titles. In order to parallel the number of choices in the Personality Inventory 120 titles were needed. Sixth grade pupils composed the fictitious titles that were necessary.

Composition and Administration of Book Inventory

After the 120 book titles were deemed satisfactory, they were arranged in 40 groups of three as had been the Personality Inventory items. A description of each of the six book categories³ was added to precede the list of titles. The entire Book Preference Inventory was then administered to six fourth graders and, a few days later, to six second graders in order to ascertain whether there might be any difficulties as to the recognition of book category. The children were to mark their preferences in decreasing order

¹Paperback Classroom Libraries. Paramus, New Jersey: Educational Reading Service, Inc. 1970.

²Highest Recommended Library Books, 1970. Recommended by American Library Association. Paramus, New Jersey: Educational Reading Service.

³See Appendix II, p. 32.

on the book category list and then choose titles of books they preferred to read. As a result of these pilot administrations it was noted that there was a lack of balance in the number of book titles in each category. Several titles were replaced or dropped entirely until the total of 120 included 20 of each category. At this time it was thought best also to simplify, for administering and checking purposes, the book title section of the Book Preference Inventory. This was done by regrouping the titles into 20 groups of six instead of 40 groups of three. In this way one title from each of the six categories was included in each group. After these improvements were made in the Book Inventory it was administered to the class of 36 third graders.

CHAPTER IV

PRESENTATION OF RESULTS

Introduction

The purpose of this study was to compare preferences in types of library reading to types of personality as shown in a third grade Personality Inventory. Permission was requested from and granted by the editor of the Joy magazine for the use of a mock-Kuder Personality Inventory published in the March 1, 1970 issue. A Book Preference Inventory paralleling the Personality Inventory was drawn up. Categories for both inventories included the following: artistic-creative, scientific, outdoor, mechanical, social science and persuasive.

Personality Inventory Results

In this study the children were asked to: (1) indicate their choices on the Personality Inventory and chart the results; (2) specify in decreasing order of preference on the Book Preference Inventory which of the six types of books they would like to read and then choose one title out of each group of six from a total of 20 groups. Results of both inventories were tabulated and are shown in Table I which is read in this manner: In the Personality Inventory, subject 1

TABLE I
RESULTS OF PERSONALITY AND BOOK PREFERENCE INVENTORIES

Subject	Personality Inventory		Book Preference Inventory	
	Preferred Most*	Preferred Least*	Book Category	Book Choice by Title
1	SS-9	S-9	A	7
2	S-10	P-15	SS	2
3	O-10	P-15	A	13
4	M-9	O-10	O	2
5	A-10	P-9	S	6
6	O-11	SS-10	A	4
7	SS-11	P, S-11	A	8
8	P-10	M-11	O	2
9	A-10	M-10	A	9
10	P-10	S-11	P	6
11	A-10	P-11	O	1
12	S-8	M-12	O	3
13	P-9	S-10	O	3
14	SS-10	S-11	O	3
15	SS-10	M-10	A	14
16	A-12	S-13	A	7
17	A-11	SS-9	O	5
18	A-12	P-13	M	9
19	P-13	M-10	O	5
20	O-9	S-9	O	5
21	S-10	A-11	O	7
22	M-10	P-9	M	5
23	P-9	S-10	M	5
24	O-13	P-11	M	5
25	P-11	SS-9	M	10
26	P-8	O-10	O	5
27	S, O-8	SS-9	O	8
28	S-8	P-8	S	3
29	S-11	SS-10	O	0
30	S-13	P-9	M	13
31	O-14	P, S-9	O	12
32	P-13	SS-11	O	8
33	O-13	P, S-9	A	11
34	S-11	S, SS-8	O	4
35	S-10	M, SS-9	O	7
36	O-10	S-10	C	10

* SS=Social Science S=Scientific O=Outdoors

A=Artistic-Creative M=Mechanical P=Persuasive

chose as preferred most 9 items in the social science category and as preferred least 9 items in the science category. In the Book Preference Inventory he chose the artistic-creative category as his favorite and selected it seven times when choosing books by title.

The personality results as given in Table I show the following class distributions as to selections of preferred most categories: social science chosen by 4 subjects; science by 9; outdoors by 6; mechanical by 2; artistic-creative by 6; and persuasive chosen by 8 subjects. This results in a total of 37 choices but it should be noted that subject 27 divided his selections equally between the science and outdoor categories. In the preferred least column of the Table, the categories are distributed thus: social science chosen 8 times; science, 12; outdoor, 2; mechanical, 6; artistic-creative, 1; and persuasive, 12 times. Here, also, instances of ties are noted in the preferences of subjects 7, 31, 33, 34, and 35. Three of these ties occur between the persuasive and science categories.

Book Preference Inventory Results

In the Book Preference Inventory the social science and persuasive categories rated lowest with but one choice each. Subject 2 chose social science; subject 10 chose persuasive. Outdoor is the category which seemed to have been favored as it was the choice of 18 subjects -- half of the group involved in the study. The science category was chosen

by 2 of the subjects; mechanical by 6 and artistic-creative by 8. Although the outdoor category was chosen by 18 subjects, the actual number of times corresponding titles were selected, ranged from 12 (subject 31) to 0 (subject 29).

Under the Book Choice by Title column, 7 subjects chose titles from their favorite category in 50 per cent or more of their selections. Subjects 9 and 18 were near this mark having chosen titles in their categories 9 out of 20 times. Eight subjects, namely numbers 2, 4, 8, 11, 12, 13, 14 and 28 selected book titles from their favorite categories only 1 to 3 times and subject 29 did not chose any. In the remaining group of 18 subjects, the number of choices which correspond in category and title varied from 4 to 8, less than half of the 20 possible choices.

Comparison of Personality Inventory
and Book Preference Inventory

The Table shows 9 instances of correspondence between the preferred-most category in the Personality Inventory and the Book Category chosen. Subjects 9, 10, 16, 20, 22, 27, 31 and 36 chose book categories in accordance with their personality pattern. The remaining three-fourths of the subjects preferred one category in the Personality Inventory and a second one in the Book Inventory. In two cases, namely, subjects 4 and 26, it was the category preferred least of the Personality Inventory which was chosen as the favorite in the Book Preference Inventory although these

same subjects chose few book titles in these respective categories.

In this chapter the writer has attempted to point out the outstanding comparisons resulting from this study. The last chapter will summarize the results and offer suggestions for further study.

CHAPTER V

SUMMARY

The main objective of this study was to compare preferences in types of library reading to types of personality as shown in a third grade personality preference inventory. The study confined itself to the following six categories: artistic-creative, scientific, mechanical, social science, outdoors and persuasive.

A mock-Kuder type inventory consisting of 120 interest choices was administered to a self-contained class of 36 third grade children. The results of this inventory were then checked as to category and the results were charted. A corresponding book inventory consisting of a book category list followed by 120 titles listing books in the six categories was next administered. The children were to choose the category they most preferred and state their preferences with regard to the book titles. These results were graphed together with those of the personality inventory in order to make the comparison which was the object of this study.

Findings

Analysis of the data indicates the following:

1. Of the 36 subjects participating in this study

one-fourth, or nine, chose library reading consistent with their interests as shown in the personality inventory.

2. The remaining three-fourths of the subjects preferred one category in the personality inventory and a different one in the book inventory.

3. Two of the subjects chose books in the same category which they had marked least preferred in the personality inventory although these same subjects chose relatively few titles in the respective categories.

Conclusions

It would appear that the third grade children in this sample do not tend to choose library books consistent with their other interests. One might also conclude that parents and teachers would therefore be able to exert a great influence on the children's choice of reading matter, since the strong interest factor doesn't seem to predominate at this level. Since it is said that children's interests are learned and acquired, this would seem to be an excellent age at which to influence reading choices.

Further Research

Problems which might evolve from this study and be worthy of further research are:

1. A similar research project involving older children or adults whose interests are more stable.
2. A study extending over the period of a year. In-

terests would be ascertained when school begins in Fall and library readings checked against these interests during the following months.

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APPENDIX 1

March 3, 1970

Mrs. Ann Morse
Editor/Joy Level Three

Dear Mrs. Morse:

I have been using the Joy magazine with my third grade class and would like to let you know that we're enjoying it very much.

When I noticed that the March 1st issue is carrying a personality type questionnaire to be administered to the children, I decided to write and ask whether I could have the permission to use it in a research project which I must undertake for my Master's degree at Cardinal Stritch College situated in Milwaukee. Would you please inform me as to where I must write to obtain this permission?

I tried the test myself and noticed that, when it came to the scoring, there seemed to be several items placed in the wrong category. I would greatly appreciate a re-check on the answers before I use it with my class.

Sincerely,

Sister Cornelia Lange

Sister Cornelia Lange

March 10, 1970

Sister Cornelia Lange
Our Lady of Peace Convent
510 Columbus Avenue
Marshfield, Wisconsin 54449

Dear Sister Cornelia:

Thank you for your letter of March 3rd. I'm happy that you enjoyed the Mock-Kuder test activity in one of the issues. The activity was done for us by a free lance writer, but we bought the material so we would be free to give you the permission to use the test in your research project. We understand that you do not wish to publish the test.

I am very sorry that the classification chart was incorrect. We are not sure how it happened so we cannot explain it. But please accept our apologies. Enclosed is a corrected classification chart.

Thank you again for your interest in Joy. Good luck in your research project.

Sincerely,

Mrs. Charles Morse
Editor/Joy Level Three

AM: la
Enc.

APPENDIX 2

BOOK PREFERENCE INVENTORY

Library books may be about many different things. We can put certain kinds together under larger headings. Here are six different groupings we might use. Read about the types of books you would find under each heading and then number the six groups in the order in which you would choose to read them. Put a number 1 before the type of book you would like best to read; a number 2 before your second choice and so on.

ARTISTIC-CREATIVE

Books in this group would be about drawing and painting; acting things out; make believe, imaginary things; making things out of paper, sticks, clay, shells, buttons and such things.

MECHANICAL GROUP

Boys and girls who like to take things apart to see how they're made or what it is that makes them go would like this type of book. Also, children who are interested in trying out things to see whether they work. Are you interested in motors or machinery? You'd find out about these things in this type of book.

SCIENCE GROUP

Here you would find stories about nature, animal life and plant life; chemicals; electricity; the stars; sun, moon and planets; the weather, water, sky and space.

SOCIAL SCIENCE

Perhaps you like books about helping and serving others - about how great men and women served their neighbor and their country. Or, you may be interested in stories about helpers in your own city - people such as policemen, firemen, doctors, nurses, the mayor and his helpers. You may even find out that good manners can be fun!

OUTDOORS GROUP

Do you enjoy outdoor life? Baseball and football stories; cowboy life on the ranch; fishing and hunting; stories about the fun you can have playing with your pets or camping - here you would find them all.

PERSUASIVE GROUP

If you like to read about getting people to do things or to change in some way, you'll like this group of stories. You may find someone in these stories who has a problem just like one you might have and by reading about it, you might find a way to settle yours.

BOOK QUESTIONNAIRE

The names of these library books are arranged in groups of six. Read the titles listed in each group and check the one you would like to read most. Put an X on the line in front of that one.

1. _____ Meet Abraham Lincoln
_____ Smooth Talking
_____ Mike Mulligan and His Steam Shovel
_____ Make It and Use It
_____ First Book of Baseball
_____ You, Among the Stars

2. _____ Operation Persuade: Coaxing Contest
_____ Big Book of Real Helicopters
_____ Hans Brinker and the Silver Skates
_____ The Magic of Water
_____ Our Post Office
_____ Paper Folding to Begin With

3. _____ See It My Way
_____ Things Around the House and How They Work
_____ First Book of Football
_____ Golden Book of Science
_____ Telephone Company - Community Helpers
_____ Act It Out

4. _____ Monty Creates a Monster
_____ An Allowance, Please, Dad?
_____ When the Cows Got Out
_____ Easy Puppets
_____ First Book of Bugs
_____ The City and Its People

5. _____ 1001 Ways to Get Out of Trouble
_____ Trucks, Trailers and Tractors
_____ Make It Yourself
_____ Basketball Talk for Beginners
_____ Meet John F. Kennedy
_____ First Book of Snakes

6. _____ Big Book of Real Building and Wrecking Machines
_____ Jimmy Fights His Temper
_____ Adventures With a Paper Cup
_____ Let's Go Boating
_____ It's Wings That Make Birds Fly
_____ Clara Barton, Soldier of Mercy

7. _____ Taking a Dare
_____ Freight Trains
_____ Creative Clay Work
_____ Read About the Brain
_____ Pony Farm
_____ What Happens When You Mail a Letter

8. _____ Diesel - Electric
_____ Getting Mom to Like Dogs
_____ Fun With Paper
_____ Billy and Blaze
_____ Read About Policemen
_____ Zoo Babies
9. _____ Little Play for Little Players
_____ Getting Anna to Help
_____ Pollwiggles Progress
_____ Big Book of Real Trucks
_____ Blaze and the Gypsies
_____ The Bells of Freedom
10. _____ First Book of Real Trains
_____ Building With Cardboard
_____ Town Meeting Means Me
_____ Science Can Be Fun
_____ Should I Help Along
_____ Nicky's Football Team
11. _____ Fun-Time Terrarium-Aquarium
_____ First Book of Hockey
_____ How to Do Your Best
_____ Going for a Walk With a Line
_____ What Makes a Car Go?
_____ What Is a Community?

12. _____ Creative Paper Crafts in Color
_____ It Works Like This
_____ Do You Believe That?
_____ Policemen and Firemen - True Book
_____ Let's Go To the Woods
_____ Earthworms
13. _____ The Wonderful Locomotive
_____ Famous Paintings
_____ In the Park
_____ Earth Is Your Spaceship
_____ How to Earn and Save Money
_____ Read About the Busman
14. _____ How to Play Better Baseball
_____ Did You Ever Have a Klunk Say Please?
_____ The Marvelous Inventions of Alvin Fernald
_____ Getting Joe to Go Along
_____ After the Sun Goes Down
_____ Make Your Own Musical Instruments
15. _____ Tricks With Your Fingers
_____ Green Is For Growing
_____ Simple Machines and How They Work
_____ Curious George Flies a Kite
_____ What Happens When You Put Money in a Bank
_____ How to Win Friends

16. _____ Paint All Kinds of Pictures
_____ Mary's Camera
_____ A Police Station
_____ The Story of Chemistry
_____ Where Should I Start?
_____ A Bear Called Paddington
17. _____ Machines For You
_____ Depend On Katie John
_____ How to Draw People
_____ Wait for the Sunshine
_____ Cowboy Joe of the Circle S
_____ Airport U.S.A.
18. _____ Robots Alive!
_____ True Book of Pioneers
_____ Funny Bags
_____ Selfishness - Where Does It Get You?
_____ Praying Mantis
_____ The Year Mom Won the Pennant
19. _____ The Art Fair
_____ I Know a Mayor
_____ Talk Her Into It
_____ Let's Go to the Seashore
_____ George, the Mechanical Nut
_____ Fun Time Window Garden

20. _____ All About Engine Power
_____ What's Inside of Me
_____ If I Can, So Can You
_____ Friendly Helpers for Health and Safety
_____ Boy of the Mountains
_____ Let's Give a Show

APPENDIX III



THEME 20 / MAKING CHOICES

JOY

level
three

Issue developed by
Kathleen Beal

Who do you
choose to be?
Take a look at
the choices
you make.

This is a choice issue. It will give you a chance to make some choices. And the choices will give you a better look at yourself. It looks and acts like a test. But it's not. There are no right or wrong answers. An answer is right if it's true for you. And just the idea of choosing one thing instead of another builds up our "choosing muscles." They need exercising, too, if they are to grow with us.

Directions

(Parent/Teacher: Read aloud to the children)

On the next page, you will find a number of activities, listed in groups of three. After each activity, you see two dots. One dot is in the "most column" and one dot is in the "least column." The columns are labeled at the top. Read the three activities and decide which one of them you want to do **most**, and circle with your pencil the dot in the most column following that activity. Then choose which activity you would like to do **least** and circle that dot in the least column. Remember: the "most dot" is on the left, the "least dot" is on the right.

In front of each activity you see a short line. **Do not write on these lines at this time.**

Here's an example:

**Which one would you like to do most?
Which one would you like to do least?**

	Most	Least
___a. Visit an automobile factory a.	.
___b. Visit a play rehearsal	o b.	.
___c. Visit a space laboratory c.	o

In this example, the person showed that he would like to visit a play rehearsal **most** and a space laboratory **least**.

In some cases you may enjoy all three activities in the group. In others, you may not like any of them. In any case, make a choice in every group of activities. After you have completed the choice activity, your teacher or your parent will help you chart your interests in six groups: Artistic, Mechanical, Outdoors / Animals, Persuasive, Scientific and Social Services.

If you show a high number in one field, or perhaps two fields, it means that for right now, you have a definite interest there. If you have about the same number under each of the six headings, that means that you have many interests and that no one of them is stronger than the others just now. This does not mean that you will never change your interests or that you will make your life's work in one of these groups. You are still growing and your interests may keep changing.

Remember, there are two ways of living your life: it can happen to you, much as the weather happens to you or you can make real choices about the course your life will take and the kind of person you wish to be.

Remember— This Is Not A Test



Which One Would You Like to Do Most?

Which One Would You Like to Do Least?

		most	least
1.	a. Go shopping for a sick person	a.	.
	b. Talk to a sick person about getting well	b.	.
	c. Make a jigsaw puzzle for a sick person	c.	.
2.	a. Be a star in a TV series	a.	.
	b. Work on a ranch	b.	.
	c. Be an agent for a famous person	c.	.
3.	a. Paint a picture by numbers	a.	.
	b. Teach a friend to paint	b.	.
	c. Read a book on how to paint and then try it	c.	.
4.	a. Drive a car	a.	.
	b. Climb a mountain	b.	.
	c. Use a microscope	c.	.
5.	a. Convince your dad you need an allowance	a.	.
	b. Go camping	b.	.
	c. Visit Cape Kennedy	c.	.
6.	a. Help your brother with his homework	a.	.
	b. Wash dishes	b.	.
	c. Cook a meal	c.	.
7.	a. Play a musical instrument	a.	.
	b. Win an argument	b.	.
	c. Wait on tables in a restaurant	c.	.
8.	a. Be a trail blazer	a.	.
	b. Be a designer of dresses or airplanes	b.	.
	c. Be the inventor of television	c.	.
9.	a. Sell tickets for an amateur play	a.	.
	b. Make posters for the play	b.	.
	c. Collect money from the ticket sales of play	c.	.
10.	a. Make a woodshop or a sewing corner	a.	.
	b. Make a scrapbook of picture postcards	b.	.
	c. Make a first-aid kit	c.	.

		most	least
11.	a. Lead a classroom spelling bee	a.	.
	b. Sign up to lead playground games	b.	.
	c. Help the teacher after school	c.	.
12.	a. Draw a comic strip	a.	.
	b. Have an ant colony	b.	.
	c. Manage your own toy store	c.	.
13.	a. Grow vegetables in your backyard	a.	.
	b. Make some candy without a recipe	b.	.
	c. Tell stories to smaller children	c.	.
14.	a. Design your own bedroom	a.	.
	b. Try out different sails on toy sailboats to see which works best	b.	.
	c. Write your own words to a popular song	c.	.
15.	a. Teach sign language	a.	.
	b. Call the grocer with an order	b.	.
	c. Ask people to buy candy so you can win a prize	c.	.
16.	a. Be a cowboy or cowgirl	a.	.
	b. Work at a weather station	b.	.
	c. Write articles for a newspaper	c.	.
17.	a. Discover a cure for hay fever	a.	.
	b. Manage a village for factory workers	b.	.
	c. Make up a dictionary of slang	c.	.
18.	a. Visit an art museum	a.	.
	b. Visit a transplant research laboratory	b.	.
	c. Visit a recreation center for mentally handicapped children	c.	.
19.	a. Play marbles blindfolded	a.	.
	b. Pretend you're the first person on the moon	b.	.
	c. Sell lemonade on a rainy day to earn enough money to go to the circus	c.	.
20.	a. Win a speech contest	a.	.
	b. Win a dog-showing contest	b.	.
	c. Rescue a drowning victim	c.	.

Which One Would You Like to Do Most?

Which One Would You Like to Do Least?

- | | | most | least |
|-----|---|------|-------|
| 21. | a. Visit a movie studio | a. | . |
| | b. Visit a national park | b. | . |
| | c. Visit the Battlefield at Gettysburg | c. | . |
| 22. | a. Organize a messy desk | a. | . |
| | b. Ask for an arts and crafts day in a club you belong to | b. | . |
| | c. Belong to an amateur astronomy club | c. | . |
| 23. | a. Play tag outside with friends | a. | . |
| | b. Play with a large jigsaw puzzle inside alone | b. | . |
| | c. Play doctor or nurse | c. | . |
| 24. | a. Make a jigsaw puzzle | a. | . |
| | b. Develop a new pudding | b. | . |
| | c. Make a mobile of junk from your summer vacation | c. | . |
| 25. | a. Read a funny story to a blind student | a. | . |
| | b. Count the number of Fords on a road trip | b. | . |
| | c. Interview kids on the playground about the school sports program | c. | . |
| 26. | a. Visit a tinkertoy factory | a. | . |
| | b. Watch a rehearsal for a big play | b. | . |
| | c. Visit an aquarium having world's largest fish | c. | . |
| 27. | a. Collect autographs of famous people | a. | . |
| | b. Collect butterflies | b. | . |
| | c. Collect underwater plants to look at under a microscope | c. | . |
| 28. | a. Visit an exhibit of the first trains | a. | . |
| | b. Visit an exhibit of famous paintings | b. | . |
| | c. Visit an exhibit of stuffed wild animals | c. | . |
| 29. | a. Teach tricks to a dog | a. | . |
| | b. Read a comic book to a sick friend | b. | . |
| | c. Take apart a toy that doesn't work | c. | . |
| 30. | a. Build a bird house | a. | . |
| | b. Get your teacher to let you have a bird sanctuary outside the classroom window | b. | . |
| | c. Study birds and watch them through binoculars | c. | . |

- | | | most | least |
|-----|--|------|-------|
| 31. | a. Examine animal tracks in the woods | a. | . |
| | b. Prepare a meal from start to finish while your mother is sick | b. | . |
| | c. Win a game by talking all the time to distract your opponent | c. | . |
| 32. | a. Be in charge of plants in school | a. | . |
| | b. Be in charge of a class auction of junk | b. | . |
| | c. Be in charge of an art display in the room | c. | . |
| 33. | a. Sing Christmas carols in the neighborhood | a. | . |
| | b. Go to the zoo with your best friend | b. | . |
| | c. Talk your brother into giving you his dessert | c. | . |
| 34. | a. Watch a space launching in person | a. | . |
| | b. Watch a demonstration of computers | b. | . |
| | c. Watch a political debate | c. | . |
| 35. | a. Convince your sister that she should do the dishes for you | a. | . |
| | b. Learn to ride bareback | b. | . |
| | c. Recite the steps in a lunar landing | c. | . |
| 36. | a. Find a home for a stray puppy | a. | . |
| | b. Train a stray puppy as your pet | b. | . |
| | c. Play in the backyard with a stray puppy | c. | . |
| 37. | a. Make a musical instrument that really plays | a. | . |
| | b. Make a mobile that will balance | b. | . |
| | c. Make a campsite in the woods | c. | . |
| 38. | a. Climb a tree | a. | . |
| | b. Take apart a plant to see how it grows | b. | . |
| | c. Fix a leaky hose without help | c. | . |
| 39. | a. Buy school supplies for child whose home was destroyed by flood | a. | . |
| | b. Have your own column in the paper | b. | . |
| | c. Write a letter to editor on conditions of slums in your city | c. | . |
| 40. | a. Watch the news at night | a. | . |
| | b. Watch cartoons on Saturday | b. | . |
| | c. Watch Winter Olympics | c. | . |

Charting Your Choices

Parent/Teacher: After your child has completed the choice activity, read these directions aloud to him, and help him chart his choices.

- Remember the lines in front of each activity — the ones you weren't supposed to write on? **Now** you can write on them. Listen as someone reads each choice to you and gives you a code letter to put in front of each one. Look at the example under 3, below, to help you understand what to do. This is what the code means:
 A=Artistic/Creative (Enjoys fantasy, art, drama)
 M=Mechanical (Enjoys working with hands)
 O=Outdoors / Animals (Enjoys outdoor life)
 P=Persuasive (Enjoys moving others to action)
 S=Scientific (Enjoys discovering life scientifically)
 SS=Social Service (Enjoys serving others)

2. Now you have to list your choices on a separate sheet of paper. Number a sheet of notebook paper from 1 to 50. Divide the paper into two columns and label one column "most" and the other "least."

3. From your copy of Joy, copy the code letter for each choice that you chose as "most" in the most column. Do the same with the least favorite choice.

For example, this entry—

	Most	Least
<u>M</u> a. Visit an automobile factory	a.	.
<u>A</u> b. Visit a play rehearsal	<input checked="" type="radio"/> b.	.
<u>S</u> c. Visit a space laboratory	c.	<input checked="" type="radio"/>

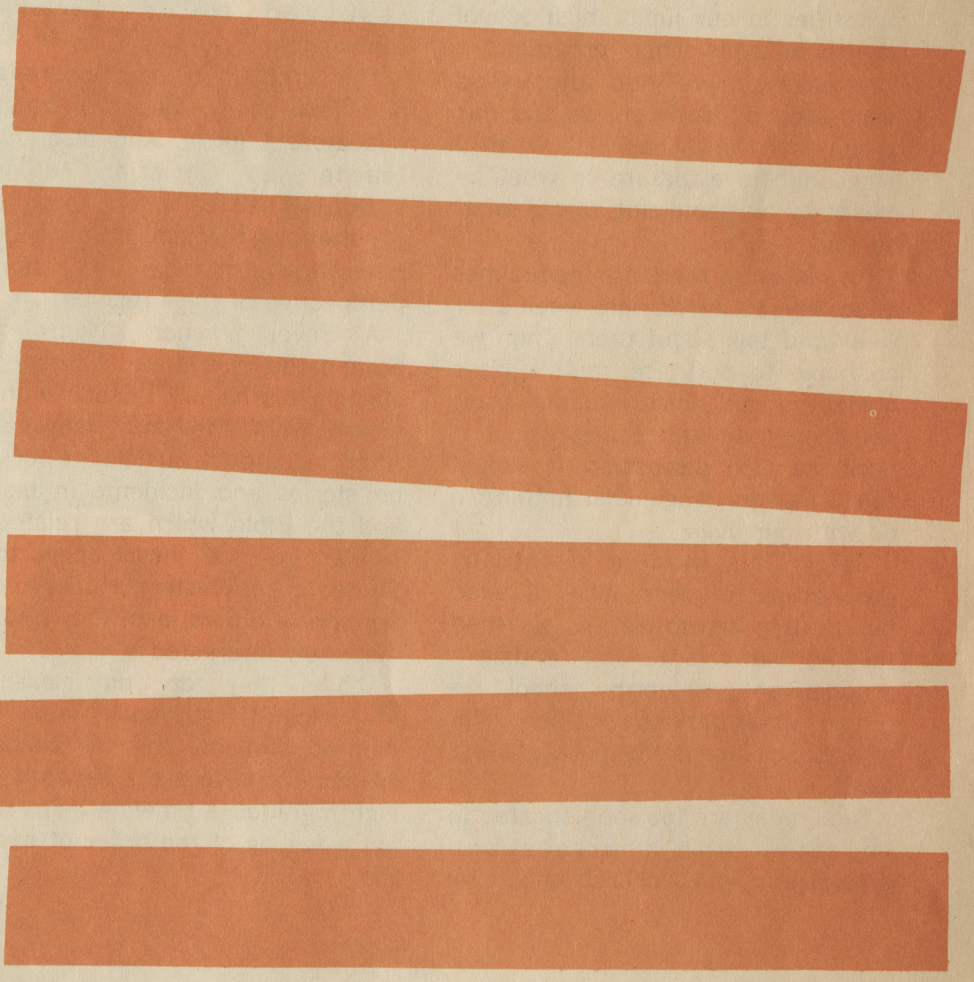
would look like this on your sheet of paper.

Most	Least
A	S

4. At the end, count all the A's, all the M's, all the O's, and so forth under the most column. The highest number shows what your favorite interests are. If you had 15 A's, for example, it would mean that just now, you are very interested in creative arts. Do the same for the least column, and you will find your unfavorable interests.

Read again the information on p. 2 about the meaning of the way you made your choices.

- | | | | |
|--------------------------------|---------------------------------|---------------------------------|---------------------------------|
| 1. a. = SS
b. = P
c. = M | 11. a. = P
b. = O
c. = SS | 21. a. = A
b. = O
c. = SS | 31. a. = O
b. = SS
c. = P |
| 2. a. = A
b. = O
c. = P | 12. a. = A
b. = S
c. = M | 22. a. = M
b. = P
c. = S | 32. a. = S
b. = P
c. = A |
| 3. a. = M
b. = P
c. = S | 13. a. = O
b. = A
c. = SS | 23. a. = O
b. = M
c. = SS | 33. a. = SS
b. = O
c. = P |
| 4. a. = M
b. = O
c. = S | 14. a. = M
b. = S
c. = A | 24. a. = M
b. = S
c. = A | 34. a. = S
b. = M
c. = P |
| 5. a. = P
b. = O
c. = S | 15. a. = M
b. = S
c. = P | 25. a. = SS
b. = S
c. = P | 35. a. = P
b. = O
c. = S |
| 6. a. = P
b. = M
c. = SS | 16. a. = O
b. = S
c. = A | 26. a. = M
b. = A
c. = S | 36. a. = SS
b. = P
c. = O |
| 7. a. = A
b. = P
c. = SS | 17. a. = S
b. = P
c. = A | 27. a. = P
b. = O
c. = S | 37. a. = M
b. = S
c. = O |
| 8. a. = O
b. = A
c. = M | 18. a. = A
b. = S
c. = SS | 28. a. = S
b. = A
c. = O | 38. a. = O
b. = S
c. = M |
| 9. a. = P
b. = A
c. = M | 19. a. = A
b. = S
c. = P | 29. a. = O
b. = SS
c. = M | 39. a. = SS
b. = A
c. = P |
| 10. a. = M
b. = A
c. = S | 20. a. = P
b. = O
c. = SS | 30. a. = M
b. = P
c. = S | 40. a. = SS
b. = A
c. = O |



parent and educator

A Common Heritage

By Audrey Friedman

SHARING NOTES ON RELIGIOUS EDUCATION PART TWO

"When are we gonna stop **talking** about equality and **do** something about it?"

A chorus of "Yeah, man," "That's tellin' 'em," and "Right on!" followed this vehement statement by an earnest ninth grade boy. We were studying the city and its effects on minorities in our junior high school Jewish religious school program.

It seemed we had discussed prejudice frequently of late and this young man had "had it." When I asked him to elaborate on what he meant by his complaint, this is what he said:

"We all know there are inequalities in society. So we sit here week after week and **talk** about them. Then we go home to our nice, middle class homes in our nice, middle class neighborhoods and forget about it until the next discussion. It almost seems as if our religion has nothing to do with our lives!"

Later, this student eventually dropped out of class. When I called him to urge him to return, I learned that he was voluntarily attending a predominantly minority school. He reiterated his previous position: "I'm where the action is. It's too late to just talk!"

Kids today are too sophisticated to go along with churches and synagogues which preach one thing

while its members do another. Realizing this, we plan to involve our students in action projects in the community this year. For many of them, it will be the first experience of this type. Hopefully, the young people may become aware that their religion is a part of their lives, not something reserved for a separate compartment.

This problem of teaching religion and life as one is shared by Christian educators I know. And also, many teachers in Christian religious schools state that they are experiencing the same difficulty Jews have in giving students a historical perspective of their religion.

A clever teacher I know gets around the resistance to history by starting his history lessons with an article from the daily newspaper. After reading the article, he focuses on stories and incidents in history and the Bible which are related or similar to the newspaper topic. Students see history through contemporary affairs, and they are immediately interested.

While they do not learn a chronological approach with this method, students can still absorb a lot of history. In sixth, seventh, and eighth grades, a timeline helps them get a feeling of the order of events, too.

THEME 20 MAKING CHOICES

This issue begins the unit, "Response involves decision-making." The issue involves the child in making some choices so that, after making the choices, he can begin to look at why he makes those particular choices.

Making choices not only helps a person understand more about himself. But making choices helps us learn to become responsible for the decisions we make and for the actions which follow decisions.

Both Jewish and Christian educators and parents share another dilemma—that of teaching what Christians call "doctrine" and what Jews refer to as "Law." I have come to the conclusion that a child will not relate to things which are not within his experience. But for the contemporary child, there is very little which is not within his experience!

My eleven-year-old constantly amazes me by the broad reaches of his understanding. His close companion, the TV set, has made him comfortable already with every human emotion and in every geographical location. This global outlook makes it both possible and necessary to discuss with him many sophisticated issues and reach some level of understanding.

In the religious school setting, through the use of role-playing, group dynamics, games and simulations, and other experiential methods, even the young child can begin to grow toward understanding the meaning of doctrine or law and how these things affect the **now** world. This may help your students associate the relationship between men and God with the relationship they establish between men and men.