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Helen Elizabeth Riis McDowell  
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<https://dx.doi.org/doi:10.25774/w4-5jw6-cg17>

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A STUDY OF THE DIFFERENCES IN ABILITY  
" AND PERFORMANCE IN TWO SIXTH GRADES

BY

HELEN MCDOWELL

SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS  
OF  
COLLEGE OF WILLIAM AND MARY  
FOR THE DEGREE OF  
MASTER OF ARTS  
1944

## ACKNOWLEDGMENTS

The author gratefully acknowledges her debt to Dr. Inga Olla Helseth, Professor of Education of the College of William and Mary, for her continuous guidance in the development of the conceptions of education basic to the study. Her constant helpfulness in the techniques of investigation and attack upon problems has made this thesis possible.

The writer also wishes to express gratitude to Dr. George H. Armacost, Professor of Education of the College of William and Mary, for his constructive criticism of the manuscript. To Dr. Ernest Pate, Professor of Government of the College of William and Mary, the author expresses gratitude for his interest in the sociological problems involved in this study.



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CHAPTER I  
BACKGROUND OF THE STUDY

"Any organism is seen as a self-regulative pattern, inextricably interwoven with the environment . . . . Not only is the whole organism involved in each learning experience, the environment is also involved. The relationship between organism and environment is uniquely close." <sup>1</sup> So wrote Kilpatrick. In general it is accepted that the human personality is a product of the culture or society in which it lives and the individual's original nature. The native endowment of the individual is developed through the personal experiences which that particular individual has. This combination makes each person different from any other. Persons with not only similar native abilities but from like environments and having like experiences would be expected in group situations to make characteristic, although not identical, responses.

It is clear that as ways of life, native ability and environment differ between groups of people, so learning must differ. All persons cannot and do not learn alike or to the same degree; nor can they use the same materials to equal advantage.

Within the last quarter of a century there has been a greater

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<sup>1</sup>W. H. Kilpatrick, A Reconstructed Theory of the Educative Process (New York: Teachers College Press Columbia University, 1936), p. 3

realization of differences in the learning processes between types of children. Featherstone gives voice to this growing conception:

"Meaningful experiences for average and bright children often may center around purposes, interests, and problems, which are relatively removed from the objective elements in their day by day living. Such children are capable of considerable transfer and are concerned with the qualitative aspects of living.

For slow learners there must be greater similarity between what they do in school and what they do or see other people doing outside of school . . . . The curriculum activities of slow learners must be more concrete than is necessary for average pupils; they must center in tangible things - things that can be seen, heard, touched; and the experiences must be more first hand, rely a great deal more on observation, journey, excursions; less on books." <sup>2</sup>

Slow learners is the term applied to that group of children whose IQ ranges from 74 to 91. Ingram stresses the fact that the differences between the slow learner and the average and bright child are qualitative and cannot be solved by prolonging the school career of the slower child. He writes,

"Mental age and IQ suggest the limitations of the retarded child's abilities of association, comparison, comprehension, generalization, and symbolization compared with the normal child." <sup>3</sup>

Osburn and Rohan examined the characteristics of the learning ability of the dull and of the capable children and state in "Enriching the Curriculum for Gifted Children",

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<sup>2</sup>W. B. Featherstone, Teaching the Slow Learner (New York: Teachers College Press Columbia University, 1941), p. 43

<sup>3</sup>C. P. Ingram, Education of the Slow Learning Child (New York: World Book Company, 1935), p. 17

"Capable children are always characterized by the depth and variety of their interests . . . One fundamental difficulty of the dull child is his blindness to variety. The dull child . . . has no sense of the relationship between the elements of his attention span. He sees no differences upon which he can build a classification." <sup>4</sup>

Featherstone in "Teaching the Slow Learner" says this of the slow learner's powers of comprehension:

"Slow learners are unable to see as far ahead, consider as many alternatives or take into account as wide a variety of factors as brighter pupils. Their projects and activities will normally be shorter, total on-going experience episodic and piece meal."<sup>5</sup>

Osburn and Rohan note other striking differences between the learning abilities of the two groups; "With the bright the attention can penetrate into the past and project itself into the future. The past and future have little meaning for the dull."<sup>6</sup>

"The ability to see likenesses and differences is the key to quick and sure learning. The dull child whose attention span is of the plain type has no magic power in learning. What he gets must be learned by rote memory - each element separately. There are few associations between elements and no sense of subordinate relations."<sup>7</sup>

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<sup>4</sup>W. J. Osburn and B. J. Rohan, Enriching the Curriculum for Gifted Children (New York: MacMillan Company, 1931), p. 21

<sup>5</sup>W. B. Featherstone, Teaching the Slow Learner (New York: Teachers College Press Columbia University, 1941), p. 65

<sup>6</sup>W. J. Osburn and B. J. Rohan, Enriching the Curriculum for Gifted Children (New York: MacMillan Company, 1931), p. 24

<sup>7</sup>Ibid., p. 40

"The capable child has a rich imagination. With it he can go to the ends of the universe and summon countless elements and ideas to appear before him . . . A rich and varied curriculum is confusing and mystifying to a dull child. He simply cannot comprehend it. The dull child loves monotonous tasks. To bother him with anything else leads to grief and feelings of inferiority." <sup>8</sup>

Featherstone tells of the slow-learning child's abilities and attitude toward what he is learning in "Teaching the Slow Learner."

"The slow-learning pupil learns in the same way other pupils learn; That is from and by experience. But he does not think and reason as well, he is less imaginative . . . more likely to act upon impulse. He is often more insistent on knowing what the purpose of an activity is and where it is leading, particularly if it is an activity suggested or required by someone else." <sup>9</sup>

The Committee on Special Classes reports,

"The subnormal cannot be initiated into the reason why; therefore habit formation represents the extent of educability." <sup>10</sup>

Granted that the above differences, so generally accepted now by educators, do exist between the two groups, what type of curriculum is suited to the slow-learning child? Ingram tells

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<sup>8</sup>Ibid., p. 41

<sup>9</sup>Featherstone, Teaching the Slow Learner (New York: Teachers College Press Columbia University, 1941), p. 6

<sup>10</sup>Committee on Special Classes The White House Conference, Special Education: The Handicapped and The Gifted (New York: The Century Company), p. 459

us that the tendency in curriculum-making has been to lengthen the time of learning and to expect that persistent repetition of experiences will make it possible for the slow-learning child to eventually attain the standards of the average. But he informs us, "here they are placed in situations they are not capable of meeting adequately and as a natural consequence often become first indifferent and then actively rebellious." He explains why these situations are unsatisfactory for the slow learner.

"This procedure is inadequate because it does not take account of the fact that the slow learner needs specific education related directly to his needs. The attainments important for the dull group are those that lead to hygienic living; to practical interpretations of the work of the world, and of community interests, to interests and habits for satisfactory use of free time . . . Health, school, home and community problems become centers around which learning units may be unified. In these he meets real or firsthand problems and out of them grows the need for investigation, study, and mastery of tool subjects. The more nearly the learning situation approximates real life, the more effective the learning will be." 11

Average and bright children learn things in the normal course of living which must be taught to slow learners through carefully guided experiences much repeated because they lack the ability to discriminate by observing closely. They fail to see other

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11C. P. Ingram, Education of the Slow-Learning Child (New York: World Book Company, 1935), p. 390

than the most obvious likenesses and differences.

The Committee on Special Classes in the White House Conference on Child Health reported thus on the slow learner:

"These children require much instruction in fields which are entirely omitted from standard courses of study, as children are expected to acquire such information generally by their environment. Much that is self-evident to normal children, or is a part of their home training, must be taught from many angles to retarded children . . . It is important to remember that it is not a question of preparing these children for high school but for life . . ." <sup>12</sup>

Inskeep in "Teaching Dull and Retarded Children" suggests the great importance of having real life situations in the slow learning classroom.

"In classes for retarded children, that project should be used in arousing an interest in studies that will adjust these children to the environment they will have to meet in competing with the world. This is why the unit of our city streets, the neighborhood, farm, are more valuable than an Eskimo village, Japanese tea garden or Dutch life." <sup>13</sup>

Ingram emphasizes presenting the slow learner with concrete experiences or the subject matter will be meaningless to him.

"Learning occurs largely through concrete experiences that are a part of real life. Experiences for

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<sup>12</sup>Committee on Special Classes The White House Conference, Special Education: The Handicapped and The Gifted (New York: The Century Book Company), p. 459

<sup>13</sup>A. L. Inskeep, Teaching Dull and Retarded Children (New York: MacMillan Company, 1926), p. 21

the slow learning child must be kept on a concrete doing level. Learning which depends only on narrated, described and recorded experiences will always be more or less meaningless to him.

The slow learner transfers and applies his learning to new situations less readily than does the normal child - therefore will profit by having the learnings he is to acquire presented in units that suggest the situations of his life outside the school, in real life situations." 14

That the school program of the slow learner must be closely attuned to real life situations, and must include matters which are obvious to the average child, are brought out by both Featherstone and Ingram.

"With slow learners one is forced to be certain that an activity "makes sense", has some value here and now. In a word, the curriculum activities of slow learners must be more concrete than is necessary for average . . . the experiences should be built around real, actual things in the pupils' environment . . . . The content of school experiences, subject matter, must possess characteristics which enable the pupil to tie to past experiences. Otherwise he will be unable to respond with meaning to ideas he encounters in books. Average and bright children are capable of considerable transfer." 15

"The average child incidentally and without conscious effort learns many of those things on which satisfactory adjustments to life depends. A school program for the slow-learning must often teach these things specifically. It must also be so suited to the capacities and needs of these children that they will

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<sup>14</sup>C. P. Ingram, Education of The Slow Learning Child (New York: World Book Company, 1935), p. 45.

<sup>15</sup>W. B. Featherstone, Teaching The Slow Learner (New York: Bureau of Publications Teachers College Columbia University, 1941), p. 43.



come to realize the resultant sense of confidence and security that is so essential to the wholesome development of personality.

The slower the learner the greater the need for specific adaptation in their application." 16

Teachers of the elementary grades who teach by modern methods are aware of the fact that the behavior problems for the most part are those from the slow-learning children. The reasons for this are not so well appreciated. The average schoolroom makes little provision for this type of child except a change in rate of speed. He badly needs a special course of study as well. The Committee on Special Classes in the White House Conference on Child Health interprets the behavior problem of the slow learners thus:

"Behavior children as a group are dull or slow mentally, the average IQ being about 85. Dull children have been subjected to standards of education which were originally devised for individuals of higher intelligence. These standards are much beyond their capacities.

Under these circumstances dull children have been allowed to fail, to become overage for their grade, and to leave school after being seasoned to failure, to feelings of inferiority, and with no vocational guidance or training." 17

Ingram points out two causes for the lack of social adjustment so characteristic of the slow learner. First, he

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16C. P. Ingram, Education of The Slow-Learning Child (New York: World Book Company, 1935), p. 4

17Committee on Special Classes The White House Conference, Special Education: The Handicapped and The Gifted (New York: The Century Company), p. 503

tells us that the slow learner is not only slower but is mentally inferior and lacks the power to conform to the standards of the norm, and second, that feeling this inability, he begins to object to this unfair state of affairs.

"His physical size and physical abilities create a need and a desire for many of those experiences of the normal child of the same chronological age and physical growth. But his slower mental development tends to limit his capacity to understand and to participate in the experiences of his chronological age group." 18

"Because the mentally retarded child has less ability to learn from experiences, take in all the elements in a complex situation, to foresee consequences, and to form judgments, than has the normal child, he is less capable of making social adjustments." 19

"Here (at school) they are placed in situations they are not capable of meeting adequately and as a natural consequence often become first indifferent and then actively rebel." 20

It is Osburn and Rohan who give a most enlightening and touching picture as to why the slow learner may seem to mock at what to others is fine, even sacred. They indicate why he is concerned with doing while others wish to reflect and feel and quietly investigate.

"Being without the ability to see differences, they (the slow learners) cannot distinguish ideals.

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18C. P. Ingram, Education of the Slow Learning Child (New York: World Book Company, 1935), p. 35

19Ibid., p. 36

20Ibid., p. 390

The points in experience to which vivid and intense human interests attach themselves are not discernible to them. They never feel the glorious urge of a clear but unrealized ideal.

The capable person easily perceives ideals. For him they shine like beacons in the darkness. It is easy for him to persevere, to exercise will power, to choose a course and stick to it in spite of apparent obstacles and discomforts which are trivial to the person who is struggling on with his eyes fixed upon a clear ideal." <sup>21</sup>

Featherstone's findings may be summarized with the following quotation: "Slow learners mean slow in learning intellectual things . . . . slow learners are not equally slow in all kinds of activities or abnormal in all their characteristics." Ingram elaborates on this point by stating, "Test returns consistently show at all ages and IQ levels, better performances by slow learners in tasks calling for motor co-ordination, motor control, and ability to deal with the concrete than in ones involving more intellectual processes."

Would sixth grade children from a section of a city representing the American middle class make quite different reactions to the usual school program from those classified in the same grade but living in a tenement section of a city? There would be differences in environment between the two. There would be differences in the experiences each would have. "In a word we live from birth to death in a world of persons and things which in large measure is what it is because of what has been done and transmitted from previous human activities . . . . There are

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<sup>21</sup>W. J. Osburn and B. J. Rohan, Enriching the Curriculum for Gifted Children (New York: MacMillan Company, 1931), p. 25

sources outside an individual which give rise to experience. No one would question that a child in a slum tenement has a different experience from a child in a cultured home."<sup>22</sup>

Suppose that we find a slow learning group in an underprivileged section of a city. Will these children need a different course of study and a different guidance program from the unselected children of an average American community?

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<sup>22</sup>John Dewey, Experience and Education (New York: Macmillan Company, 1938)

CHAPTER II  
THE PROBLEM

Setting

In two successive years the writer taught sharply contrasting classes. For the purposes of this study they will be designated as class X and class Y respectively. They were alike in that both were made up of approximately one-third fifth graders and two-thirds sixth graders. They were located in Virginia cities in schools of similar size with about equal material advantages as to building and main equipment.

Here, apparently, the similarity ended. In most matters the contrast was sharp, indeed.

Contrasting school situations. The school attended by the class designated as X was located in a neighborhood where the people were in average circumstances. The building was situated near the "cottage line" of a well-known, but not fashionable, resort. Many of the parents owned their homes, took pride in their upkeep and were civic-minded. Most of the fathers were skilled mechanics making high wages. There were a number of children of petty officers in the school.

Activities of many kinds, such as gardening, constructing, editing class papers, dancing, and dramatic and artistic production were constantly being undertaken by the classes of the school.

The teachers were very congenial. Organizations, such as mothers' study clubs, and school-community associations were active, and both parents and teachers took parts enthusiastically.

The school attended by the class designated as Y was located in the slum section of another city. The parents of the children who attended there were unskilled mill workers, odd-job painters and carpenters. Many of them were only part-time employed, although there was actually a critical manpower shortage at the time. Many others were on relief. The streets revealed the economic conditions. Industrial plants, poorly constructed stores and rickety houses filled the vista. The residences were long unpainted and the streets unpaved. Negro and white lived side by side in equal squalor.

In contrast to the homes, the school itself sat high on a hill looking down on the "hollow" but only a muddy trail led up to the school building. The building from below had the general appearance of a palatial structure, entirely out of keeping with the lowly homes. The old homes on the hill were, for the most part, childless.

The majority of the teachers had taught in the school a number of years. They kept the same books in the room year after year, taught the same grade, used the same pictures, charts and teaching procedures. There were no active organizations connected with the school save the P.T.A., and between that organization and the school there was little co-operation. The school work throughout was formal. No provision was made for activities in

construction, for creative expression, for gardening, or even for organized play. Each grade, regardless of the nature of the membership of the particular class, was expected to follow the prescribed course of study and textbooks.

Contrasting home situations. Outside of the school also the child in Group X lived in a different sort of world from the child in Group Y, although in neither group were these children of foreign extraction. The child of the Group X came to school punctually. He was always clean and neat with a fresh, well-scrubbed appearance. Daily before he left home, he ate such foods as orange juice, hot cereal, toast, milk and eggs. He had heard the latest news over the family radio and had scanned the morning paper. Vital national affairs were of interest to him, and he showed insight into the "why" of processes about which he had read and questioned the teacher as to possible outcomes of current events.

He had an abundance of books of his own. Frequently these were gifts from friends and relatives, but he also often used his allowance to buy books. He read beloved books several times and was anxious to share with others those books belonging to him which were of significance in the studies of the class.

This child was liberally supplied with various types of clothing, warm ones for cold weather, and all kinds of wearing apparel for wet weather.

In such matters as spending money, however, he was often

not so generously supplied as the less fortunate child. He was usually limited to a nominal amount a week for such things as movies, candy and ice cream. He was taught to budget this sum carefully, to weigh his wants against his budget. He usually found jobs after school in the community and often saved the money earned in this way with some rather big purchase in view - a bicycle, a war bond, or opportunities at a summer camp.

He generally recognized the necessity for planning the use of his time as well as his money. Required by family regulations to be home at a certain hour, to be at meals at a specified time, this child was careful to observe such conventions. In return he received the attentive care and company of his parents on trips, on family excursions, and even in play.

The life of the typical child in Group Y did not emerge as a well ordered, co-operatively planned scheme for living. There was no appointed time in his home for retiring or arising. Consequently, this child tended to come to school at different hours each day. Often he arrived as he had retired the night before, in yesterday's clothes - dirty, ragged - with hair tousled and face and hands unwashed. He often came without breakfast as his mother hadn't "got up". Sometimes he had eaten from the cabbage or bean pot which was often left on the stove until the contents were eaten. As he habitually roamed the streets until late at night, the child was usually sleepy. If permitted, he would spend several hours of the school day in sleeping.

Even small customs showed significant differences. Frank,



one of the few boys of class Y who worked, distributed a daily paper in the neighborhood. He volunteered the information that some of his customers found it convenient to take the morning paper in order to make the morning fire. He said they immediately used the paper for the fire upon its delivery. He had had to learn to fold the papers differently because the usual fold of the paper was not suitable for this purpose. Frank did not think this strange; his own family also made this use of the paper, he said.

The child from class Y customarily had various mechanical toys and objects given him as gifts, and these were also the types of articles that he bought for himself. Best of everything he loved a knife, and he always possessed at least one. There were no books in the child's home. When objecting to reading at school, he often remarked, "My mom and pop don't read books. Why should I? They get along all right."

The child of Group Y seemed to wear the same type of clothes winter and summer. Rarely did one have a winter coat; usually he wore a number of jackets, one on top of the other. Even in the hottest weather he wore the same number of jackets, kept them all on and objected to suggestions and efforts to remove them. He seemed to become quite attached to the particular clothes he wore so continually, and did not notice that they were soiled, ragged, and no longer fit him. Wet, slushy, cold, or hot weather seemed to make no difference in his dressing. When the boys had rubber boots, they wore these instead of shoes in spring as well

as winter, summer as well as fall, dry as well as wet weather. The girls wore much washed and faded cotton dresses both in summer and winter. Their coats, when they had these, were obviously hand-me-downs. They often declared they hated these; and after one or two wearings went back to their own well-worn, long out-grown jackets and sweaters.

Although they lacked adequate clothes and food, the children always had money for pop, ice cream and movies. All through the school day endless quantities of sweets were consumed. Some of the children went to the movies every day. They vied with one another to see who would go most often during the week. Those who went the most often were much admired by the members of the class.

Contrasting classes. In the two classes considered in this study, the average chronological age of class X was ten years; that of class Y was twelve. From a few measurements used in the schools some comparison is possible. The Metropolitan Reading test was administered in both sixth grade sections. In class X the average score was 6.8 which is eight months above the grade norm; that of class Y was 4.9 which is one year and one month below the grade norm.

It is difficult to compare the intelligence scores since in the class X only a group test (the Otis Classification) was used. In class Y the Binet-Simon test was administered individually. In class X the average IQ, according to the Otis Classification,

was approximately 100; in class Y the average IQ, according to the Binet-Simon test, was 85. Eight in class Y had IQ's below 75, one in class X was below 75 in intelligence score. Tables in the Appendix give the frequency distributions from these tests.

### Statement of Problem

Out of the experiences in the two classrooms came the problems of the study. How did these children who differed both in native ability and environment react to the same types of stimuli? Did they interpret reading alike? Did natural and social sciences appeal to both in the same manner? Did both classes enter similarly into music, art, dramatic and literary expression? Was social living in the two groups essentially the same process?

Specifically the problem became: How did the responses of the slow learning group from an underprivileged environment differ from the responses of the unselected average group from a good environment?

### Plan Used For Study of the Problem

Both groups were led into purposeful class activities. The teachers and the children in both classes contributed materials in addition to the resources offered by the schools. Throughout both teaching experiences, the teacher was very much concerned about the development of the individual in the classes. In both

classes, also, she sought to give the children every opportunity to enrich their experiences through self-expression. Throughout the years the teacher collected anecdotes and samples of work from both classes whenever variation occurred. She regularly analyzed these for implications of growth. She steadily recorded descriptions of the varying learning processes as these took place.

From day to day the teacher recorded incidents as they actually occurred in the classroom, even, in many instances, using the exact words that the children spoke. She continued making such records throughout the two teaching experiences.

The presentation of the two classroom situations was written from these collections made by the teacher. Careful reading of the records revealed to the teacher many item-by-item contrasts in the data from the two classrooms. The available data were then tabulated to bring out likenesses and differences in the reactions of the two groups. From this tabulation an outline of outstanding phases was made. The data were used with the outline to write a descriptive account of what occurred in the classes. The writer attempted to record the story in such manner as to reveal to the reader the evidences which led to her conclusions.

The incidents and illustrative products presented in this study were not chosen from the work of any of the few children who were not typical of their respective groups. This means that in Group X material was gathered from the mass in that class, including in this case children with IQ's between 90 and 120. In Group Y the material was gathered from the mass of that class - children whose IQ's fell between 60 and 90. (See tables in Appendix).

Many records were made because of their helpfulness in working with the children; but in this investigation they serve a second purpose for in them the writer sought answers to the questions considered in this study. Chapter III presents the data obtained. Samplings from significant sections of the children's work are included as illustrations. Chapter IV expresses the writer's conclusions from the two years of contrasting experiences.

In this account the reactions of the two groups are presented in five areas: social living, written expression, reading, music and social studies. The first group, the children of average abilities, living in average circumstances, are designated as Group X. Group Y indicates largely children of less than average abilities, living in submarginal conditions.

CHAPTER III  
DATA WITH IMPLICATIONS

In this chapter the story of what occurred in the two classrooms will be told in an effort to reveal to the reader the differences which were evident in the reactions of the groups during their classroom experiences.

The differences are discussed and contrasts are drawn under each of the subdivisions of the four phases of the school life which were considered: Social Living, Music, Reading and Social Studies.

In reading this record of the processes in the two classes it is well to recall that not only were the children of the first group, Class X, generally of average intelligence and from good homes, but they were also children who felt they had a definite and secure place in life just as their parents had. A child in this group was usually one of not more than three children; and often was the only child. A member of the second group, Class Y, on the other hand, was more often than not from a home in which both the parents were apparently as low in intelligence as he, as insecure in the world as he felt in the school. He was generally one more child in a brood of six to eight. His home life was as tempestuous and as insecure as was his school life.

## Social Living

Various aspects of daily living within the two classrooms as observed and recorded by the writer will be presented in this chapter. The two groups will be compared in five phases: Adjustment to a new situation, Reactions to routine matters, Daily schedule, Choice of materials for work, and Attitude toward fellow classmates.

Adjustment to a new situation. The children with normal intelligences and from good home environments did not react in the same manner to a new school situation as those children who were slow in learning and who were from sub-marginal home environments.

On the first day of school when the children of the first mentioned group entered the classroom, all sought front or near front seats. Little time was spent on this, however, for they were concentrating on grasping the situation into which they were entering. They commented on pictures and curtains. They looked breathlessly at the new teacher as they whispered to each other. From the glances in her direction the remarks were obviously about her. They waited in suspense, but when she smiled, they smiled. When she greeted them by asking a simple favor, eager offers were immediately made. Then someone asked about a mural in the room painted by children. A feeling of fellowship was established when the children discovered that they knew the

children who had worked on it. By reputation in the school this class was a "problem class". The teacher immediately sought something to commend. The good postures maintained by some received commendation. Discussion led from correct posture to food. From animated discussion of the proper kinds of food to eat for lunch they went on to plan the squad practice for physical education periods. Then the teacher opened with evident pleasure the spelling workbooks to be used by the class. She interestedly inquired if certain words in the first lesson were not connected with their last term's study. This seemed to challenge the children. They began reading over the new words with interest. The teacher recorded on the board some rather unusual statements made by the children about the words. In a short while after entering the room, the class was busily engaged in writing poems and thoughts inspired by the new situation, and encouraged by the teacher's recognition of their powers in self-expression as exhibited by her writing on the board certain of their thoughts. A feeling of comradeship was brought about through this co-operative planning for physical exercise and for balanced meals, and through together seeing spelling words as a fascinating opportunity for self-expression. This comradeship continued evident throughout the succeeding class periods.

When class Y entered the room for the first time the situation was different. On the first day of school, while the teacher was waiting for the class to enter, she heard a terrific roar and scramble. A boisterous clamor seemed to come forth suddenly from



a downstairs classroom. The noise increased as the participants mounted the stairs. Pell-mell they entered the classroom. With their entrance the noise did not subside. The wild abandon did not diminish. Although there were plenty of seats with some new, different and larger in front, no notice was taken of the front ones. There was even savage struggling among the larger boys for the back seats. Several boys were actually on the floor enjoying genuine fights. Girls, of junior high school size and age, were pulling the small boys' hair and laughing with glee. None paid any attention to the new room, the new teacher, or the new principal who had brought them upstairs. The teacher saw that the children were deriving quite a bit of satisfaction out of this performance and were not going to stop of their own volition. Her first words to them rose into loud, harsh tones. Not until then was there any let-up in the din. The children's shrugs of indifference, muttered rebellion and disgusted statements such as, "Ain't nothin' to school" and "Didn't want to come, nohow" demonstrated the lack of harmony existing between these children and their school.

Thus in class Y the first morning no plans ahead were joyfully made. No writing of poems was undertaken in unison, no examination of new desks and books begun. In place of unity resulting through shared group experiences, there were from the first rebellious, individual reactions.

Reactions to routine matters. In routine matters the first group welcomed new ideas and those which brought variety. Constant innovation was their method in dealing with such matters as seating arrangement, cleaning and straightening. To the other group a set method of doing a job until it became familiar was the accepted way. Repetition of very familiar routine was conducive to contentment in this group.

Seating and schedule were matters of minor importance to the children of class X, factors to be modified constantly to meet the situation of the moment most adequately. One week, while writing a Greek drama, Caroline, Johnnie, Mary, Billy and Laura sat together. The next week Caroline had taken her place in an entirely new seating arrangement to do research work with Buddy, Marie and Dick. The others of the original group had all reseated themselves to carry on activities. The seating was constantly shifting in this classroom.

To the child of class Y his desk was one stable thing in his unstable existence; it was not a matter of temporary convenience. He loved his desk as one of his few possessions and wanted it to be fixed and settled. When the principal suggested a change in the seating arrangement, the children enjoyed unfastening the desks, taking out the screws and moving the desks around; but evidently had little realization of the purpose, for when they returned to the room later pandemonium reigned when they saw the desks rearranged and actually fastened down in a different way.

"Where do I sit now?" "Where is my desk?" was the hue and

cry which gathered momentum. Finding their own desks and property did little to lessen their bewilderment, for they were not in their familiar places; things were not as they had been. There was no sense of security evident now. The importance of this matter of a shifted desk was exemplified in the case of James. Age fourteen, with an IQ of 72, James had shown a fair interest in school. He came regularly, used his desk to sleep on often, indeed, used school as a retreat from the most miserable sort of conditions at home. His writings were beginning to reflect his feelings of release. James was one of the most bitter objectors to the change in desk arrangement. Immediately, he began attending school irregularly and finally became a problem in behavior whenever he did come. The teacher was unable to account for the boy's sudden change for the worse. The last day of school James asked if he were going to pass. When the teacher told him that he was, he said, "I don't deserve to. I never did a bit of work after the desks were changed, after I was moved from my place." Others enthusiastically concurred in his remark, saying, "We liked them as they were."

Past experiences were clear in reactions to the simplest undertakings. For example, such terms as "cleaning up" or "straightening up" were interpreted by the children of the two groups quite differently. The child in Group X looked upon straightening or cleaning the room as the time to rearrange or beautify. He might spend the time mounting and displaying the class' art productions. He would arrange reading nooks, provide discussion and research

tables, or fix science exhibits. He liked to arrange flowers, to work over a bookcase or shelf to make it appear attractive. "Straightening up" to this child's mind had no connection with brooms, mops or scrub brushes. In fact, he did not use these readily.

Above all actions in school, the child of the Group Y loved "straightening up". What that meant to him had nothing to do with flowers, furniture rearrangement, or the setting up of cozy reading corners. Should a visitor enter the class he likely would hear some child asking to scrub the floor, wash boards, wash furniture, sweep or mop. After much washing and scrubbing this child still saw nothing to arrange. He would ask for more to scrub or wash, or perhaps he would ask if he could rewash what he had just cleaned.

Daily Schedule. Even with regard to the daily schedule, differences were evident in the reactions that were made by the two groups.

A regular schedule meant little to the child of class X. While engaged in pursuit of science problems, he would work on and on, untiring, even through recess. When aroused toward creative expression he spent half a day in writing with little thought for the other matters of the daily schedule. Time was of minor consideration to this child when he felt challenged.

The child of class Y, however, soon learned his schedule, and nothing could persuade him to read beyond the time set for

the reading period. He would not allow a half minute of his lunch time to pass in work. An interruption, such as a play, movie, or unexpected visitor, upsetting the one time scheme that he accepted, would result in utter disorder and disintegration for the remainder of the day.

Choice of materials for work. Just as children differ in abilities, performances and interests, they likewise differ in their choice of tools for work. One group showed preference for tools which gave expression to mental experiences, while the other group selected articles to be used for mechanical activities. Thus the child in class X brought those articles he provided after planning and evaluating possibilities, but the child of class Y brought the type of tools that he picked up through momentary impulse.

The children in Group X began the school day with enthusiasm before the bell rang. They were early in the room, sharpening their several pencils, filling ink wells, returning books used overnight. Newly purchased paper was carefully inserted into notebooks. The children were soon busily engaged in the various class activities, developing further an exhibit, a picture, a miniature scene, or a report.

On the other hand, the child of Group Y generally came into the room after the bells had rung, muttering some such remarks as, "I'm going to quit" or "Ain't nothing to school." These children were always without pen, paper and pencil, and saw

nothing unfitting in the fact that day after day, even year after year, they had neglected providing these. They did not come empty-handed either. Lagging unwillingly into the room, they bore with them what they thought to be suitable materials to be used for the day - a piece of wood picked up along the way, ready for whittling with a handy pocket knife, a "funny" book that was old and half gone, a piece of old iron, pieces of mechanical things, bits of rope, a stick conceived as a fishing pole, scraps from old magazines, or curios salvaged from trash collections. Such were their choices of material.

Attitude toward classmates. In work and play the groups differed. The one class readily attempted joint action; the other took to individual adventures. On the playground the true nature of the child is most easily seen. Both groups of children enjoyed the playground activity periods but each in their own way.

The children of class X immediately upon reaching the yard formed into teams. Only once during the entire year was there a disagreement ending in a fight on the schoolyard among these class members. Ron and Dan got into a fight over the game which ended in a bloody mouth for Dan. Ron, sorry, took Dan to the First Aid room. They came out together, Ron's arm protectingly around Dan.

On the contrary, each time class Y came upon the playground there were fights. These developed as quickly as teamwork developed with the others. Individual pitted himself against individual

to the tune of wild encouragement from the rest. Many fights a day took place with these children. Best of all they loved rock fights when many could throw at many others. Even in this there was no teamwork, though often all would attack the one in current disfavor. When, one day, they were told there must be positively no more rock battles, the children muttered and complained. That very same day occurred their worst pitched battle. They were immediately called to the office. They returned to the room in a state of high rebellion, making remarks. "Who ever heard of not throwing rocks?" "Ain't nobody going to stop me." "Been doing it all my life." This prohibition was actually felt by these children to be unjust.

### Music

In expressing the reactions of the two groups to music in the classroom, the writer has divided this chapter into five headings: Levels of appreciation, Spontaneous reactions to recorded music, Extension of experiences in music, Emotional response to music, and Creative responses to music.

Levels of appreciation. In appreciation of music, the two groups differed. The one group showed continuous development in the appreciation of music while the other group apparently remained on the same level of appreciation.

The children of Group X knew countless songs and constantly

were learning new ones. They liked to learn songs by musical notes and enjoyed composing songs to musical syllables. Music to them was a mental stimulant - a challenge to action. Their taste for finer music was easily cultivated. After six months of listening to good music the class was introduced to selections from grand opera and showed enthusiasm for these records and found satisfaction in listening to them.

The children of Group Y, on the other hand, did not enjoy new experiences in music. They knew but few songs, loved these few and were not interested in learning new ones. "America", "The Marine's Hymn" and "God Bless America", together with several well-known hill-billy songs were the extent of their musical repertoire. After one year of being "taught" new songs, they could and would sing spontaneously only those same few. They liked to listen to the same pieces over and over; certain "fast, loud ones" of the type used in primary rhythm bands were their favorites. To them music had not an intellectual appeal. It served rather as a pacifier. It was a means of release after a strenuous game of ball or a period of testing.

Spontaneous reactions to recorded music. In listening to recorded music the contrast was quite evident.

When a child in Group X first listened to a piece of music he readily on request from the teacher expressed the thoughts which came to him when listening. The child in Group Y did not respond in that way; his automatic reaction was motion timed to



the music.

On one occasion near the beginning of the school year, as the teacher put one of MacDowell's "Woodland Sketches" on the Victrola, she softly told the children to be ready to tell what pictures they saw as the music was playing. When the music stopped, the responses of the children in class X were enthusiastic and immediate:

"Water rippling over rocks."

"Little sad fairies."

"Elves playing on a tiny piano as a gypsy princess is born."

"Raindrops falling on crystal."

"Rabbits hopping about while fairies put baby fairies to bed in flowers before they close for the night."

The teacher then played another of the "Woodland Sketches". There was delight. Without any suggestion from her, they began writing. Samples of their expressions are here included.

"A man is coming through the woods and stops and looks down. He sees a lovely wild flower and then a spring nearby, falling over tiny rocks. He closes his eyes and writes a tune to the water's soft sound."

"Fairies are all in a group singing as the small elf-men tap the stones with sticks. Roses are bent over the water as it trickles down the rocks. The small men start dancing with the fairies. Soon it is day and the elves climb into their lily pad boats and fly away with the moon."

"The fairies were dancing  
while birds were singing;  
And I sat down  
And looked about the woods.  
I like the woodlands.

I walked a little way  
 And looked up,  
 And saw a drop of water falling.  
 It was making music,  
 It sounded like fairies stepping to the tune  
 of a waterfall.  
 I had to stop and write a poem about the woods.  
 I love poetry and music.

I closed my eyes.  
 When I opened them again  
 I saw a little brook;  
 Its murmur sounded like fairies playing music.  
 I tried to find words to go with their music.  
 I thought and thought,  
 Then I saw a water lily  
 Floating down toward me in the stream."

"A real old ship has been on the seas for weeks.  
 The old captain was on his death bed and the sailors  
 were singing. Then the music became real soft and  
 the captain died. The sailors went slowly out of the  
 room and the music stopped."

"I was walking through the woods one day  
 Where the streams ripple and play  
 And the leaves sway to and fro  
 Where all this beauty comes from I do not know."

"A boy is alone with his dreams on the beach.  
 He has made a small sand castle. It seems big to  
 him. He thinks of long ago when there were real  
 castles like his own. Then splash! a big wave hits  
 him right in the face, and his dreams are washed and  
 washed away. He looks very sad."

"I wish I could fly as high as the sky  
 And never come down again  
 But when I look down at the meadows so brown  
 Which are overloaded with grain  
 When the sun is sinking down in the west  
 And I am still swinging in my swing.  
 The birds are going to sleep in their nest.  
 And then I begin to sing."

These written expressions to music soon reached a higher level as this same process was repeated with other musical selections. "Humoresque", "Narcissus", "Minuet in G" were among those the children enjoyed and to which they wrote impressions.

"The morning is bright. A brook is trickling merrily along. A small fawn emerges from the bushes to play with the squirrels and rabbits. Birds are singing. The trees are in full bloom. The wind is singing in an unknown tone of music. Here happiness is glowing."

"I saw a dew drop in the grass;  
It looked like a diamond as I passed.  
A grey cloud came and brought rain  
From God's deep blue sky  
A dew drop is made from an early bird's sigh."

"I see children of all nations walking down a dusty road to the sunset after the war. They are going on to a better world, to freedom."

"When I look up into the great skies  
My heart nearly cries,  
I look into a mirror and my eyes are wet with tears  
To think about the war land far away  
And the peace land here.

Maybe some day  
Their far off land  
Will be full of play,  
And not sad and full of sorrow.  
Maybe they can borrow  
Some of our happiness."

"There's not a sound to be heard or any one to be seen except for a small boy fishing in a small stream. The birds are singing gaily, the early morning dew is still on the flowers, they are still sleepily opening their eyes. There was born a new day."

The influence of literature, history, art and geography upon

the children's writings can be noted in those quoted below.

"A gloomy mountain could tell many stories of the village below, of sorrows and of happiness. But what is the use? All it does is stand there and let its only friends, the clouds, drift by. There is also a lonely monastery on the side of her. She sits there, waiting, hoping, that some day she may reveal all she knows."

"The king is dying. There is soft music in the air. It is very peaceful. The birds are singing sweetly. A little fawn is listening from behind a young bush, a beautiful blue bird is flying quietly above. The glorious castle looks like shining gold and silver in the distance. Hundreds of brave soldiers dressed in armor are escorting the king to a beautiful chapel all alone on a high mountain. There is a light breeze blowing through the lovely pine trees. The shields of the knights are glistening in the sunlight as they fade away into the distance."

There was decided contrast in the responses of the second class. The child of the class designated as Y, when presented to the same "Woodland Sketches" and asked to describe the pictures that he saw while the music played, quite frankly and disgustedly said, "I don't see nothin'". "Play something loud and fast." When the teacher repeated the playing of the same selection in an endeavor to draw out of the individual his childish thoughts, there were some responses, but all were on the same theme:

"People going to church."

"Children in church."

"Sun shining, bells ringing, on Sunday."

An explanation of the child's reaction to this type of music was offered by a teacher who had lived in the community. She stated that the only music of that sort that this child heard was the sound from the church bells on Sunday.

The teacher responded to the children's call for loud, fast pieces by playing primary rhythms. These were the kind of records that can be purchased with four short selections on each side of a recording. Now there was pleasure! To these simple tunes the children did truly come to life as had the other group to the "Woodland Sketches." They did not express thoughts and write word pictures, as did the other children, it is true. Wildly, happily, deliriously, they began moving to the sounds of the music.

Upon the teacher's suggestion that they dance, there began enthusiastic individual dancing; the children quickly finding bats, sticks and other paraphernalia in order the more realistically to interpret the music.

After a period of one year of listening to the same type of music, the children were still enjoying their own individual reactions to it; no improvement in the dancing was marked, no interest was shown in any other classmate's dancing. The children continued to revel in the repetition of their own impulsive responses regardless of the fact that the teacher had made unremitting attempts to introduce variety. She had tried several forms of group dancing and exercises in throwing a ball to music, and yet other means of elevating the reactions.

Because the children of class X had shown such eager interest in music and had made unusual progress in self-expression through writing to the music, the teacher sought for means of growth in other types of responses to music for both groups.

The teacher made art materials handy for the children. She then played a record that was new to the class - Saint-Saen's "The Swan". The children of class X needed no invitation to draw. Very soon original scenes that were pictures of stories conceived from the music began to appear in paint and crayon. Magical scenes these seemed to the teacher and to the children who were under the spell of the music.

The next year, the teacher wished the children of class Y to have the same type of inspiring experience with music and art. The only kind of music which these children understood and would accept at the time was that with the primary rhythms. With crayons, paint and paper available on each desk, she told them that they might draw what the music told them. After a while, when no drawing had come, there was violent and emphatic rebellion. "Ain't nothing to draw." "Don't see nothin'". "Want to dance." "Ain't nothin' to it" were remarks heard.

Some of the children began making marks on the paper. This suddenly became almost simultaneously general all over the room. Not scenes, not pictures, but repetitious marks in patterns and designs, in soft strokes and varying colors, were developing on the individual papers. Not a thought, not a scene, not even an animal was evident in the drawings produced by the children of

## Group Y.

Extension of experiences in music. While one class quickly connected music with whatever experiences they were having, the other class kept music in the classroom a thing apart.

Class X began connecting their enjoyable experiences in music to their studies of other countries by inquiring into the music of the country being studied.

Following their expressions of interest in music during the study of Egypt, the teacher found Tchaikowsky's "Arabian Dance". Not revealing the name, she played it on the Victrola. Ere the piece was finished, one boy startled everyone by declaring, "Oh, I can see myself floating down the Nile."

This experience started the children into searching for related music and using it as part of their social studies. One small fifth grader wrote to the playing of the "Arabian Dance" as follows:

"Now we are floating down the Nile, softly and softly, slowly and slowly. In the distance we can see the temples of the Pharaohs . . . . The water ripples softly under our boat."

Another wrote:

"The caravan moved slowly onward. The men were playing the flute and singing softly. Step by step, slowly, they walked together. They were tired for they had gone to the city. The moon was bright, the stars were out. They saw a woman kneeling. She was praying to the great temple to bring her son back."

The understanding and love for music of this class developed steadily. In a few months, during the study of England, while listening to the playing of Elgar's "Pomp and Circumstances", a ten year old boy wrote in part as follows:

"The King has died and another one must take his place  
 He understands all the hardships he must face  
 A King must worry about his country til the dangers pass

. . . . .

He must give rights to the people  
 And do all he possibly can  
 He must give freedom to the people  
 To be the ideal man  
 To rule over a nation  
 And yet stay at his station

He must keep peace in his country  
 Fight dictators to keep them out of his nation  
 To be the best king England ever had

. . . . .

To let the famous shipbuilding go on  
 To keep merry making and song  
 These are the things a King must do."

During the study of Greece, while listening to music, a girl wrote:

"I don't know why  
 But when I look up in the sky  
 I seem to see a cloud go floating by  
 In the mist the wind seems to twist,  
 As it goes floating by,  
 I look and look at the bright clouds  
 As they go floating by  
 Apollo, Athene, and Zeus I see,  
 As they go passing by me."

Later in the year, during the study of Russia, Russian classical music was introduced. The following was written to



that type of music during the current siege of Leningrad:

"The tired and weary people gathered on a high mountain to watch their city smouldering in ruins. Now it is the city of yesterday. But there is still a chance. The army may freeze at night, though. With tears in their eyes trudge away a long line of people, the real people, winding in and out of the high mountains. They are the defeated people without a home."

The composition above and the one following were first drafts made by children writing under the terrific force of the Russian classical music. They illustrate the influence of music and social studies upon the thinking of the child in class X, but are productions unfinished in form.

"A big theater. Thousands of peasants jam the galleries as the triumph of the great composer rang through the village. The festival had begun.

In the distance could be heard the voices of the workers at night pulling heavy boats up the Volga River. In a while they will join the festival, will dance with gaiety. The valley in which they live will ring with singing."

By the end of the first semester, the children were listening to opera with apparent enjoyment. During the study of Italy, while one of Verdi's operas was being played, a boy wrote:

"Oh, sunny land of Italy where olive trees grow  
Where the colorful Mediterranean rushes and flows  
Where market places stand and people come and go  
Where dark old donkeys travel so slow,  
Here stands a boy selling boxes to people who pass by,  
There are bent old women who peer into the sky.  
Oh, you pleasant city, Florence,  
With people who paint and buy."

The children of class Y had danced and then drawn designs

to music but had made no response to suggestions about writing, even after months of listening to music often.

Birds outside the school window making a nest delighted these children of class Y. Every day they were enthralled over and over by this identical sight. Although the classroom of Group X also was situated so that birds were visible, the children seldom commented on them. While the children of class Y were breathlessly watching the birds, the teacher played a record and told the children to write what they thought the birds might be saying and what they themselves were thinking about them. The sound of the chirping of the birds outside while the music was playing brought smiles of delight and chuckles of pleasure all over the room. This incident resulted in the first creative writing by the children that year.

Fourteen year old James, child of the streets, who seemed to love and understand chickens and birds, but became a problem whenever expected to read or think about the long ago or far away, was then inspired to write:

"A little boy is walking closely beside the spring. As he walks he whistles gaily. His bare feet plippety-plip along pushing pebbles in the water. Flip-plop go the pebbles. The little boy stops to catch a frog which is on the bank. He bends over to pick the frog up. It hops and jumps into the water with a splash and soon the little boy is out of sight."

This writing expressed James' daily life for he was a solitary being and restless, but a true child of nature.

The appreciation for birds was general in the room. Twelve

year old Marie wrote:

"Birds are building a nest outside our school window. They are singing beautiful songs. The class was very quiet listening to the songs of the birds."

Paul, age twelve, who ordinarily was moved by very few things that happened in the school day, wrote:

"Music makes me think of little birds flying in the air. I wonder how Mother Nature makes little birds fly. Birds are sitting in my school window singing to their loved ones. The little ones are listening."

Creative writing was not an ongoing process with Group Y as it had been with Group X. It was not until the Christmas holiday season was approaching that the group received the inspiration to write again. This writing, too, was inspired by nature. The immediate surroundings were always important to the children of this group.

One day, while a piece with much rhythm was being played, it began to snow. The short musical exercise had a bell-like sound. The children, exclaiming over the snow, were in one of their rare happy moods. While watching it snow, they began writing such bits as the following:

"It is snowing down in the hollow. The trains, the church steeples, the factories, are covered with snow. It looks pretty with the snow fluttering down. Soon all the children will be out with their sleds."

"It was on a cold night when the people heard a quiet drifting patter on the roof. They did not know what had happened but they turned their light on and

it shone right against the sparkling snow. The light was on all night against the drifty white. The trees were bowing to the snow on the ground."

"It is snowing and it is Christmas Eve. Everyone is happy. The elder people are dressing the trees with the Christmas bells tingling and chimes playing. Then the tree is finished with bells ringing and colored lights gleaming."

Emotional response to music. . . . Music appealed to the intellectual powers of the one group but served as a release of physical tension for the other.

When music was playing in class X, the children were alert. An example of this occurred during their study of the Medieval period in history. There had been a busy time of investigating and reporting in the class. Then ensued an anticipatory calm as the hour set for the playing of the opera "Lohengrin" approached. During the entire "Prelude" the children sat entranced. They listened to it several times, then paintings began appearing spontaneously. There was majesty in the settings of these. Some wrote thoughts that were sublime, even though childish. Samples of the notes written by the children are reproduced below. These are the first drafts of the children's thoughts, made by them as the music was playing. Because they catch so vividly the emotions the children were endeavoring to express, these are used here, although they lack the grammatical correctness of the more finished products of the class.

"In the distance I thought I heard a voice  
telling me to look into the heavens. As I did,  
the clouds folded back as if a curtain in a play  
and revealed the Holy Grail. Suddenly it vanished  
into thin air to go its way to some other distant  
land."

"The sound of thunder filled the air as God descended  
down,

A magnificent gleam shone for miles around.  
The knights were greatly amazed at the sight  
That God had granted to all that had a true heart  
and sinless might.  
Great moonbeams shone as if they were searchlights  
From the heavens and into the starry night.

. . . . .  
In the mist was the Holy Grail  
Which God had let me see with my own eye sight.  
The heavens closed and there I was all alone standing  
right here  
And trembling with fear."

"Church bells ring and ring  
Making lovely music sing  
All the birds fluttering out loud  
While God with the Holy Grail  
Comes out of a cloud.

. . . . .  
God looks so peaceful in the air  
He and the swallows way up there."

Again, during the playing of Russian classical music, while  
that country was under study, tense silence prevailed and under  
the strong stimulus of the powerful Russian music these thoughts  
were written:

"The sound of bugles filled the air  
Then appeared a maiden fair  
Singing tales of icy cold Russia  
Tales of ballet dancers on their toes  
Of brave men conquering foes.

Oh, tales of Russia so sweet  
That make the sad jump to their feet  
And shout, "Oh, land of Russia!"

"A great ball room. The music is soft. Then as the men choose their partners, the chord is struck. All of the people are sad. This was the last dance. A shout from the door! For the first time in the history of Russia the foe had retreated. They did not have to burn the city!"

"Way up near the Arctic in Russia  
Where snow lies on the ground  
Where growls and prowls the great Russian bear,  
Now nearly all the snow has disappeared  
No more are the Russians cold feared.  
They will rejoice again  
They are rid of that freezing, suffering strain."

Whereas music called forth from the children of class X deep and most heartfelt emotions, and transported them imaginatively to the far corners of the earth, music brought undisguised pleasure to the children of class Y resulting in unrestrained physical activity.

One day the children of class Y entered the room tired after a noisy game. They called for music. The teacher seeing their exhaustion tried a new piece, a soft lullaby. The class would have none of it, calling for the familiar rhythms. After a few minutes of resting, they began delightedly swaying, then individually getting up and giving their own physical interpretations to the music. The signs of fatigue soon vanished while calmness and happiness appeared on their faces.

On another occasion open rebellion had appeared in the class. A city-wide standard test was given to them. Because they soon found themselves incapable of meeting the demands made upon them in the test, they felt resistance. The atmosphere was becoming

quite unruly, even threatening. Angry voices were rising. At the close of the testing period the teacher played one of their beloved rhythmic selections on the Victrola. Delight then took the place of frustration and revolt. First one child, then another, arose and in rhythm gave vent to his now rather satisfied feelings. A few went to the modelling clay which they themselves had brought from their own native hills. They began forming crude figures while the music played. The atmosphere in the room during the playing of music that they liked was free and restful; never challenging, tense or uplifting.

Creative response to music. Class X combined thoughts and feeling with their growing technical conception of music; but class Y continued on the same level of technique to seek expression of their feelings as these were aroused by successive occasions.

When Class X was studying the early civilizations, they found an ancient hunting chant in a book. A small group reproduced the chant as they imagined it to have been sung by cave men. The teacher followed the class' awakened interest in the origins of music by reading selections from Buchanan's "How Man Made Music." The children were nearly beside themselves with eagerness. They investigated the "how" of music; they experimented with rubber bands and cords, seeking to produce do, re, mi, as the book had explained it to be possible. From there they began concentrating on musical syllables and were soon composing

songs to their arrangements of musical notes. Christmas found them writing their own musical scores for a play. Many of them started taking instrumental lessons because of these experiences, and their instructors reported feverish interest and much progress.

The children of class Y rose in spontaneous rebellion whenever the music teacher, in following the course of study set up for the schools of the city, required reading of music notes from them. They had had, as she informed them, over five years of this note reading. They still had no conception of where 'do' was and no interest in its location. On the other hand, when their teacher read to them "One String Fiddle" in which a little ragged boy makes up his own tunes about his every day life, the group was very responsive. They began composing songs of their own. Lester, who was helper to a rag collector, formed his experiences into a jingle. Soon the children had a play which they sang to their own simply composed jingles. The class, still under the spell of the book about the boy living just such a life as their own, enjoyed experimenting with making a fiddle similar to the one mentioned in the book. Failing in that, they tried simpler instruments. A band composed of such instruments resulted. Spoons, brass chains and combs were included. With these they played the tunes they knew and loved. Of notes they cared nothing. They did not bother with them in their struggles for a band. In a few weeks instrumental lessons were instituted in the school; these children were enthusiastic joiners in the classes. However, after several lessons they began not going when practices



were called. When the teacher questioned the instructor, he explained that each child gradually found himself being left behind by the others in the class. Nevertheless, satisfaction was still derived from their self-created band where no learning was enforced but mere repetition of known tunes permitted.

### Reading

Each class had periods of reading daily; the one class engaged in this with zest, the other often with reluctance and bewilderment for to that class the printed word remained elusive.

The work in reading by these two groups will be followed through five phases: Types of material used with meaning, Spontaneous extension of experiences in reading, Entering into experiences of the characters in the books, Reactions to new words, and Creative activities resulting from reading.

Types of material used with meaning. In types of materials to which the child would give attention when read by the teacher, or when read by himself, there was a decided difference between the two groups. The children of Group X took interest in every type of material with which they came into contact: fairy tales, classic love stories, biography, as well as mythological, scientific, geographic and historical literature. They enjoyed the imaginative and they seized unique plots with glee. The children of Group Y, on the other hand, had but a narrow range of interest

in reading materials. They liked repetition of a few familiar settings and events. They accepted only that which was so written that they saw the facts as true in their own environment and in the events that they met daily.

The teacher ordered for Group X a richly illustrated book dealing with mythical characters on an unknown island and relating events about such conceptions as the dodo, phoenix and sphinx. The children were fascinated with "The Lonely Fisherman". They drank in each word. They looked up in encyclopedias and dictionary the names of the strange animals and showed each other the definitions. Soon they were painting imaginary pictures and writing lyrical poetry under the inspiration of the tale. Mary, new to the class, immediately adopted their creative ways. It was the first time in her life, she declared, that she had written spontaneously. Her charming little sketch, "A Vision of the Magical Island", is here quoted:

"The fishermaids swim on the starry sea. The moon shines on the silvery waves and the fishermen fish for combs that fall from the fishermaids' hair and the rings and bracelets they dropped on the shiny sea. The fisherman pulls his net in and goes home at the sign of dusk. To the magical island goes the lonely fisherman."

The next year the teacher came across the book, and remembering the pleasure that it had given the other class, she selected it for reading to the new class, Group Y. As she read she noticed inattention, noise and confusion. Soon there were

remarks such as, "It's an old love story." Nobody in the other group had commented on the romantic angle. "The pictures are silly." "'Tisn't true." The utter disgust these realistically-minded children were showing for the story resulted in the teacher abandoning the book. The next day the teacher was on the point of discarding a poster demonstrating the brushing of teeth. Judging from the last year's class, she deemed the poster valueless to sixth grade children. However, she found great interest had been aroused in the class; the children rescued the poster and thereafter examined it frequently. The teacher searched for books as similar to the poster as possible. She found simple beginner's books with one page stories about health arranged beneath pictures of real children carrying out recommended daily practices. Reading these books not only evoked pleasure, but the children actually asked for the same stories again and again. These same pictures not only gave this group pleasure, but they were charmed with the slogans that read, "play outdoors", "drink milk", or "sit straight". With this simple variety of literature introduced, eager hands reached for books for the first time.

Again, during the study of the Medieval period of history, the teacher desired to raise the level of the literature in Class X and selected "The Starlit Journey" to read to them. They were inspired by the hints from challenging bits of information concerning stars, planets and other astronomical phenomena. The children, even before the completion of the story, began searching through advanced science books, encyclopedias and other available material

pertaining to these things. Their investigations widened as the weeks went on so as to include electricity, seasons, magnets and the relationship of the sun to the earth.

The next year the art teacher selected the children of class Y to make a screen for the use of the school. She chose this class because of their newly awakened interest in art. A series of pictures dealing with science was suggested as the subjects for the screen. The art teacher and the classroom teacher collected a number of richly illustrated science books. They were careful to select these on the reading level of the class which was about the average third grade. They introduced these books to the children by showing the illustrations. In order to work co-operatively on the art project, the children under the guidance of the teacher began group readings for information. There were many types of scientific material made available concerning such topics as sea life, plants, stars, pre-historic animals and the seasons. However, two developments were soon evident. Children began deserting groups and reading individually, and not in the newly offered, unfamiliar subject matter. They had turned to topics they knew about - snakes, flies, toads and caterpillars. They did not attack any subject that they could not touch every day!

Class X found pleasure in discovering new situations in books. Novel and involved plots captivated these children. Class Y, on the other hand, wanted the book situations to be obvious. They liked for their stories to be real and quite simple.

The art teacher of class X, respecting the deep concern these children were showing for the artistic, read to them "Giotti Tended The Sheep". At the beginning of the story where Giotti is a little boy living a simple poor existence, both teachers were astonished to see this usually responsive class become bored. They took to drawing and painting on other topics. Later in the story, however, when Giotti went to the city and began studying under a great painter, having varied and rich experiences, meeting famous people, seeing himself in relation to these, the interest of the class became intense. They were spellbound by the contrasting and unusual situations. They responded to this experience with stories, paintings and discussions.

When the classroom teacher discovered a budding interest in art in Group Y the next year, she obtained the same book. She expected the inattention and restlessness at first to be followed by real concern as it had been the previous year in the other class. However, with the first sentence the group was absorbed in the story! Here was a poor little boy living with his parents in a miserable hut just as they themselves did. He played among the rocks and stones and dirt as they did. He ate the same insufficient food that they did. When Giotti met a great man and went to a strange city, came into contact with many other people and finally grew famous, this second class would have no more of the same story. From the time he left his familiar surroundings and met strange people and different situations, all interest lagged. The children never recognized or understood any characters

beyond Giotti, his parents, and teacher. They could see no reason for his leaving his familiar environment and no longer cared for him.

Both classes, at some time during the school year, were using the Ancient Civilizations as areas for their work in the Social Studies. The reading tastes of Group X continued to widen during the study. Their favorite topics for reading were the culture, the art, the social customs, the architecture and the government of ancient lands. No book was too difficult if it served to answer their inquiries along these lines.

The interest of Group Y in Egypt, for example, was different. It centered solely in the size of the great pyramids. Their questions were, "Could I climb them?" "How large are they?" "How high are the stones?" "Could you go in now?" The actual photographs of objects taken from them interested the children to the extent of asking, "How did they make that?" "Are they any good now?" Pictures of these actual things awoke interest in details, but they did not concern themselves with the historical reasons for the creation of these objects.

Class X revelled in the history of Greece. They wrote and produced eloquent plays during the study. Paintings and lyric poetry were profusely developed. Interest in reading became intense and varied; modern stories, histories, geographies and encyclopedias were consulted.

Class Y showed interest in the simple mud huts that the first Greeks made when they read about these in geographies on

the fourth year level. They enjoyed reading short topics in the same books about the athletics of the Greeks. Nothing else about Greece interested them. The statues they laughed at, the myths they did not understand, the history and government they failed to comprehend. The teacher soon found them daily turning back to the pictures of the Egyptian pyramids, commenting on their size and how they were built. Again and again they reacted thus when she tried to lead them on.

Spontaneous extension of experiences in reading. When a child, typical of Group X, found an interest awakened as a result of his first meaningful reading, he increased his knowledge through further research. On the other hand, the typical reaction in Group Y was to draw a simple object that was mentioned or to ask particular questions about some physical matter or action discussed in the book.

Reading in Group X resulted in scientific and historic investigations. The reading of the fabulous "Lonely Fisherman" led directly to research concerning mythical birds on one hand, but on the other hand, it guided the children's thoughts into the factual material contained in the term's unit, "The Story of Civilization." The reading of "The Starlit Journey", a richly illustrated book about a castle and an imaginary journey through space, resulted in a search for materials about the sun, planets and stars. The investigations drew in depth as the year progressed. On the contrary, the reading of the "Lonely Fisherman" to Group Y only brought forth laughs at the mention of the unusual and strange

names and created no desire to find out what significance they might have.

Although the children of class Y did not do research in books, they extended their experiences by asking practical questions about the events or people mentioned in books. Their first and inevitable question was, "Is it true?" For the unreal, this group felt no concern. Their next question was always, "How large is that?" They were persistent in their questioning until they obtained some physical conception of an object. Reading about Robert Fulton as a boy interested them greatly for they understood something concerning the boat that Fulton tried to make at an early age. Exact drawings of this experiment were attempted, and eager explanations about its operation were offered. During the study of the Middle Ages the reading of simple stories about King Arthur brought forth no thoughtful statements. There were no further readings nor attempts at writing plays; but practical, persistent questions they did ask. Such questions as the following were typical: "How large was the Round Table?" "How strong would you have to be to pull the sword out?"

Reactions to new words. The constant study of words opened new worlds to Group X; Group Y accepted manipulations of words without enlarging their comprehension of them.

Group X enjoyed new words, melodious words and foreign words which were all sources of wonder and pleasure to them. Their ways of widening their vocabularies were interesting. They used the



dictionary freely to further a discussion of a word or to find a more satisfactory one. After mastery, they found many ways of using this newly acquired knowledge.

One day when the teacher listed certain words for further study that the children had had trouble with during investigation of material about Greece, she noted keen interest immediately. Discussions between individuals arose about certain ones of these. She saw several children of their own volition looking into dictionaries. One boy began discussing aloud the first word, democracy. Two others added understandings of their own to his interpretations of the word. A fourth joined in the discussion. This aroused John and Mary to writing a little article on the word. Louis then said that he saw a connection between that word and another in the list - prosperous. Then ensued a lively discussion about that word which led to another listed word, population. The origin of this word received quite a bit of attention, as well as its meaning. The word study of itself turned into an attempt in groups of two's and three's to prepare discussions about the social studies in which the newly mastered words were used freely.

Samples of the expressions which were written about new words which fascinated them are given below. In this case, "democracy" and "rainbow" were the two new words being considered.

"We live in what is called a "democracy". A democracy is a free land. Compare the words "Democracy" and "Totalitarianism". Look at the difference between them. A "Democracy" is a country ruled by the people

through Congress, while "Totalitarianism" is the rule of a country by one man, called a tyrant. Germany is a totalitarian country, ruled by one man, Hitler."

"A rainbow is an expansion of beautiful colors across the heavens. It is one of God's finest creations of nature. There is a superstition of being able to find gold at the end of it but God made the rainbow for loveliness not for riches."

Group Y was classified in the same grade as Group X. Chronologically they were more than two years older. Words fascinated them, too, but only if they could be repeated and drilled until learned and games played with them. They, too, liked the dictionary but merely to copy meanings endlessly from it.

The teacher listed words Group Y could not pronounce when they read to her. She put these on the board and individuals asked to pronounce ones they knew, such as loud, covered, afraid, knew, nurse. This led to a game of 'crossing water', each word being a rock to step on. The children enjoyed trying to reach safely across on the words as rocks. They did not tire of the constant repetition. When asked the meanings, the children opened dictionaries for even the simplest ones. This turned for some into a happy time of looking up the words and writing by them the dictionary meaning.

Group X liked elegance and rich imagery in words. Pyle, Mable and Mallory were popular authors because they used such words. During the study of England the teacher read from Mable's

"Heroes Every Child Should Know", about King Arthur and Sir Galahad. The children were intensely moved. They loved the rich and solemn passages, and asked for certain beautiful parts to be repeated while they drew original pictures of the court life depicted. Their writings contained new and beautiful words heard during the reading.

When the teacher tried to read parts of these same stories to class Y during their study of the Middle Ages, they became rebellious. After only one or two sentences there were remarks, "Who are all those people?" "Don't know any of those words." "No sense to it." When the teacher obtained "Primary History Stories" and "Fifty Famous People" (about third grade level) and read about the same characters from the one-page stories, there was much satisfaction. They understood the words which were simple and of one syllable.

Entering into experiences of the characters in books. The children of Group X took imaginative parts with the people in historical or fanciful accounts that they read, but those in Group Y gave their attention to the objects and physical feats mentioned. The children in Group X noticed when persons felt doubt, elation or awe, while those in Group Y concerned themselves only with such responses as implied bravery, fear or anger in physical encounters.

During the study of the Middle Ages the teacher read the story of "Lohengrin" to class X. The children discussed freely

how each character felt and how he should sing his part. During the study of the Holy Grail, original expression reached a high level. Their own variations on the expression, "All the pure in heart may see the Holy Grail" was an example of this. With such thoughts in mind, they sought to make their actions ideal. Attitudes reflected satisfaction from both their vicarious and their actual experiences.

Group Y would have none of "Lohengrin." When the swan appeared they disgustedly termed the story a fairy tale. Shades of emotion, such as Elsa's doubts and fears, and the underlying intrigue in the story, only confused the children and they asked, instead, for a simple edition of "Robin Hood" which they understood and enjoyed.

During the study of Egypt and the reading of the opera, "Aida", the children of class X had been quite concerned about Aida's plight and how the characters should sing their parts. The children in class Y enjoyed "Aida", too, during their study of Egypt, but they showed no interest in those matters which had challenged the children of class X. The children of Group Y asked, instead, questions about the size of the tomb. They asked how the tomb was sealed and who would win the battle, not how the characters would feel, or how they would sing their parts.

Creative activities resulting from reading. Group X used reading as a help toward expressing aesthetically the inner self. After the children had satisfying experiences in reading, often

there would develop original efforts in painting pictures or in writing poetry or in composing a play. Group Y's response to reading was more mechanical. The children in this group liked to draw, but their settings were exactly as described in their books. They would act a story and keep events and words just as they had read it. They liked to construct familiar objects about which they had read, such as a boat, a house, or a wagon.

Two girls in Group X had been reading together about life in a foreign country. They were planning to produce a scene from the book. One day they remarked to the teacher, "We are changing this part. We have thought of a better way." After several days of practising and changing, the children announced that they had rewritten the whole play, using their own ideas. They had developed a number of different characters and added new scenes.

The other class did not work in that way. Two boys in Group Y were enjoying a story about animals. When told they could give a play, they began practising immediately. They picked a good reader to read the part they didn't act so that they would be sure the story was followed minutely. In fifteen minutes the play, faithfully reproduced, was given with glee before the class.

## Social Studies

The two classes differed greatly in their responses to the work in the social studies. These differences may be seen in regard to the material that they enjoyed, the type of stimulation that they accepted and the ways of working that proved successful with each.

Range of material. The children of group X enjoyed learning about the universe. They enjoyed accounts of many peoples and events of today and yesterday. Indeed, they accepted with great pleasure each new area for study. The children of group Y could not understand accounts of places and peoples that they could not see. With them the range of material was limited to that concerning the community, nature study and commodities in daily use. Thus the two groups varied in the range of material within which they were willing and able to apply themselves.

At the first of the year, Group X found pleasure in studying the movement of the pioneers westward in America. As they read, their awareness of related topics increased, and they investigated further the founding of the republic. The personalities of the great early Americans fascinated them. Reading about Benjamin Franklin resulted in a keen interest in electricity and much experimenting along scientific lines followed. This study, in turn, merged into a survey of the country's industries and resources. The next term the topics considered in the social

studies were entirely different. The field assigned was that of the ancient civilizations. Again, the children sought information as they had shortly before when they had been concerned about their own country's history. They reconstructed vividly the experiences of the peoples of long ago and far away. They launched scientific investigations as spontaneously as before. The less obvious relationships enticed them; the ideas of the ancients about the planets and stars, for example, were of interest to them.

On the contrary, Group Y reacted otherwise when presented with the material for the study of the westward movement of peoples of the United States. They showed no interest or comprehension even when the teacher traced on the map the movement of the pioneers across the mountains. This manner of presentation had challenged and thrilled the children of Group X and had resulted in immediate search in many books for pertinent information. When later the teacher put up colored pictures and told the story of Daniel Boone to the children in class Y, they gave momentary attention to the pictures and stories but asked no questions about their significance. When asked to write stories about the pictures, they responded with their usual phrase of "ain't nothin' to it."

The teacher consciously lowered the level of the work in her attempt to meet the needs of the class. She selected a story called, "The Pioneer Twins", to read to them. She found them to

be strangely receptive at first, but only at first. While the twins were struggling for a bare existence in their own home as these children themselves were doing, the book pleased them. When the twins began crossing strange mountains and rivers and meeting many people, the children began finding satisfactions in their own ways. Fighting, pulling hair and vocally imitating plane crashes were at once more interesting.

Seeking to meet the situation, the teacher found simply written one-page stories of pioneer life dealing with never more than two characters. The children listened to these short accounts and circulated the books among themselves. With the teacher's guidance they made booklets about the pioneers. In these booklets there was selected for emphasis by each child only one topic. This topic was not Daniel Boone and his exploits, nor the stockade and Indian fighters, and not even the Indians. It was flatboats! The teacher was later to find the explanation for this. Down in the 'bottoms' was their own beloved river. There these children spent long hours playing, watching boats come in, and even making crude boats out of driftwood.

With the passing of the weeks the children of class Y did not develop an interest in pioneers; in fact, their dislike of history was becoming more verbal daily. Actual revolt against reading history was brewing.

Then the teacher changed the work to a study of the community. Gone was the rebellion. Joy and real concern was in evidence. Now, also, nature study appeared in the form of examinations



of random collections that the children made on the way to school. After several months of this study, the teacher successfully widened the survey to include city landmarks which the children had seen. Later, familiar commodities such as coal, oil and grain were brought into the study of the community. Toward the end of the year the teacher again attempted to use the required textbook materials which dealt with Egypt and Greece. This second attempt to study unfamiliar scenes caused the children again to reject new material and to select only known objects to investigate.

Type of stimulation accepted by each group. Class X approached work in the social studies through use of their imaginative powers. Class Y was unable to conceive conditions from words that described the more intangible matters of relationships. Its approach to the work in social studies was through examining objects and watching operations.

During the year both classes became interested in coal and oil, but their methods of attempting the study of these topics were strikingly different. During the study of the country's industries, the children in class X became fascinated with the story of how coal was formed. In geographies, histories and encyclopedias they investigated the coal-forming age. They became engrossed in the study of the process by which coal was formed. They studied the manner of formation of underground seams. Drawings showing the sub-strata, imaginary pictures of the Coal Age, miniature constructions of underground scenes,

were produced in abundance.

On the other hand, the interest of class Y in coal was aroused by the actual process of a new track being laid near the school building for trains that were bringing coal. The children loved to visit the scene. Seeing trains bearing coal coming into the city while at the train track, they asked, "Where does the coal come from that they bring in here?" "How do the trains load the coal?" "Where do they pick it up?" The pictures that the children drew about the coal process were those of the familiar sights they had often seen. The pictures concerned only trains with coal coming into the community and trains unloading coal.

Although the children in class X lived in a center that exported coal, they showed no interest in visiting the familiar scenes where coal was loaded. The children in class Y, on the other hand, showed no interest in the formation of coal or in the underground structure, neither of which they could see.

The study of oil succeeded that of coal in class X for the children were tracing the development of civilization from pre-historic times and found that the Coal Age was followed after many years by the Oil Age. They read and discussed, painted and wrote of the changes taking place on earth in the long ago eras.

The study of oil in class Y came about, not from the use of books, but from interest in the immediate surroundings. A trip to the river by the class resulted in seeing an oil boat

coming in. The children followed the pumping of the oil from the boat into tanks. The actual sight of piping and pumping of oil fascinated them. They asked exact questions about pictures in a "Geography For Beginners" made available to them upon their return from the trip. "Just how do these derricks work?" "Where do they lay the pipes?" "How are they connected?" Their own pictures were of derricks, trucks and pipe lines and men working on them, in place of the pre-historic imaginative scenes of the oil-forming age which the children in class X had created.

In studying countries and people, just as in their approach to coal and oil, the children in class X made use of their imaginative powers of interpretation, while the children in class Y accepted only those descriptive terms which had meaning because of their own physical experiences. When studying peoples, the children in class X first became fascinated by the life of the early settlers, thrilling to their adventures. They made costumes of the period, built imaginary stockades, re-enacted creatively the pioneer experiences and wrote books about their lives as they conceived these to have been. The children of Group Y would not read about pioneers and did not understand what they meant to history. The historical fact that their own playground was once the camping grounds of Powhatan and the site of the first meeting of Captain John Smith and Pocahontas was meaningless to them. One day, however, Ed, one of five children of normal intelligence in the class and whose reactions were similar to those of

the children in class X, read an incident from a pioneer book to the class. The teacher found the children to be very much interested. The pioneer in the story was using a crosscut saw. The children interrupted him to ask just what it looked like. They began sketching the saw and arguing over details of its operation. They eagerly asked Ed for the book. Several of the same books were found but soon the children were deserting the books, saying, "I don't like this." They had found they could not understand any but the brief section about the saw.

During the study of Egypt and Greece the two groups reacted in a different manner to these subjects. In class X the study centered around the architectural marvels and other contributions of the countries to civilization. Deeper and deeper did they become involved in the ancient art, literature, music and social organization of the countries. An original dance in the manner of the Egyptians was created. Pictures were painted of fanciful boats, ornate palaces, beautiful birds and gardens as these were described in the many books they read. Ancient mosaic patterns were imitated. Plays inspired by the Greek dramas were produced.

When the teacher led class Y into the study of Egypt, immediate attention was given by the pupils to the pyramids but not to their historical values. Repeated questions of "Could I climb them?" "How high is each stone?" were asked. They gave attention to the ancient irrigation system until they figured out the exact process by which it worked. On the topics of the

size, the height, the possible climbing of the pyramids and the mechanical process of the irrigation system, the children dwelt long, returning daily to pictures and questions about them. Their pictures of Egypt were of rural Egypt as it is now - the pyramids, the sand and the simple farming scenes.

When writing inspired by reading in Social Studies' materials was done, the constructive use of the imagination was very evident in the case of the children in class X. The writings of the children of class Y were factual and for the purpose of explaining or using their physical environment. In both classes letter writing was a continuous process throughout the year. A letter from Lucy of class X placed her in Cairo, Egypt, some 4000 years ago. She described and sketched hieroglyphics as she saw them on columns and hinted of their messages. She told of a funeral procession into a pharaoh's pyramid, and she wrote of a trip on the Nile in a marvelously carved vessel. Thomas wrote a letter telling about his experiences in a pyramid, giving a vividly conceived account of his encounter with the mummy of a pharaoh who had come to life for the occasion. Alice wrote with awe of the marvels in art that she saw recovered from tombs thousands of years old. To the children in class Y letter writing was necessary only to solve a problem about their daily existence. When the study of the community was intriguing the children, they planned trips to the factories, the plants and the machine works. When told they must have permission to go, they asked to be shown how to write letters. This was to them a painful but worthwhile

task. Letters to the plant managers asking for permission to visit were written with grim determination. So were letters to the teacher suggesting new places in the community to visit and, later, letters of thanks to the officers at the plants for allowing the visit. Finally, letters to local newspapers asking for more information about their community were composed.

As either group began deriving a great deal of satisfaction from letter writing, individuals often expressed their innermost thoughts to the teacher through letters. In class X Billy's letter written on a quiet day was a thoughtful one for a ten year old. It contained the following expression:

"Color is a great thing. Look at the color in the human skin. The color in sweaters. The colors blended in poetry. In painting a great deal of blending is required.

Centuries ago people used to have beautiful and colorful clothes, with their fine carriages and drivers. The color in their big houses and furniture. Still we have some lovely things today. Sculpturing structures. Mother Nature has some works of art by a mountain sea-shore."

The child's power to visualize is obvious. Back of this writing was evidently a keen observation. He connected well with historical settings. Naturally his first crude notes were not expressed in correct sentences with accurate punctuation. Similarly, Elizabeth of class X ever felt the spell of the long ago and attempted to philosophize in her own way. The quotation below indicates also her recognition of her weakness in wasting time. Her notes reveal her inability as yet to use correct sentence structure for the marvelous thoughts that came to her.

"Time is a wonderful thing and if only we would use it right, the beauty of the world we would gain. Long ago before Christ the ancient Greeks must have considered time or they would not have left such beautiful things for the people in the next age. Just as Phidias, the greatest sculptor in history, became known to the world, so artists sit down and when they see the vision, they try to carve or put it on paper with the gifted touch."

James and Joy of class Y had very poor homes and life seemingly held little for them. Yet their letters show a certain sort of satisfaction resulting from their contacts with living things. Seldom was there pleasure in their contacts with people, for both had IQ's below 75, were in their teens, understood very little of what was going on around them, were thinly and inadequately clad and considered themselves to be the objects of their classmates' ridicule constantly. James' letter follows:

"When I go out in my yard, I can hear the chickens singing gaily, the birds singing softly, as they fly down on the ground, close to the chickens eating the feed. I made a bird house for the birds. Nearly every morning I go out in the yard and climb up on the fence and throw a hand full of feed in the little door of the house. Very soon the birds fly in the house one after another and I can hear them eat. Their pecking sounds like rain drops."

Joy, like James, felt inadequate in the world of people. Like James, she enjoyed nature. She wrote:

"When I went home from school yesterday everywhere sitting in my back yard were six little black birds. And I asked my mother to give me some bread to give the little birds. When I went to throw the bread to the birds they flew to a branch in the yard."

I gave the little birds some water to drink. One little bird got a piece of bread and took it to his babies in a tree nearby."

Their pride in their community was the most frequent topic in the letters of class Y. It was during the study of the community that writing was most frequent, and teacher-pupil relationship the closest.

The children of Group X enjoyed the social studies. In their pursuit of knowledge they delved into many types of reference books. They undertook plays, dances, musical productions, reports, experiments and discussions. They painted varied and contrasting scenes about situations described in the materials in their social studies. They wrote original stories, poems, cartoon series and diaries concerning the topics under survey. They fairly reveled in the folklore, the music and the art of the peoples under consideration. They constructed scenes in miniature from wood, paper, clay, papier-mache and other media. Successively as each topic was being studied, they were inspired to create. A coal mining scene was produced. They built a pioneer fort and made a forest ranger lookout. In diorama they gave their version of an ancient Egyptian palace and garden, riotous in color, complete with pillars, hieroglyphics, mosaics and ancient furniture. A musical drama, honoring the Goddesses of Music and Poetry, came from the study of Greece as did a play in recitative.

Maps were in constant use during all reading, planning and discussions. They relied upon maps as much as books and spent a



great deal of time poring over them together, seeing distances, comparing surface features and investigating environmental influences. The map study ever served to lead them on into the study of new places. Problems in numerical relationships evolved from the study. New and ever more beautiful words were constantly being added to their vocabularies, both for reading and spelling.

Group Y in contrast did not comprehend varied types of experiences. Endless multiplication examples they enjoyed working; however, trying to solve problems, or experiences which involved multiplication, resulted in disgust with the entire process. They liked to copy spelling words neatly after repetitious pronouncings of them. They would tolerate a history book only if all read out of the same book and took turns reading portions aloud. Suggestions about discussing the material or selecting thoughts in the reading that they liked resulted in their closing the books and expressing disgust with the oft repeated remark, "Ain't nothin' to history." No art work came spontaneously from the class in the social studies required for that grade level. Never did they react favorably to efforts made by the teacher toward developing activities in construction related to the subject matter of these textbooks.

They did not understand a map and became confused when expected to use one. However, they liked to be shown where they lived on a city map and used that with understanding. They made maps of their neighborhood and were led to draw plans for a model

playground. They succeeded in both of these attempts very well.

Ways of workings. It was instructive to observe the respective ways the two classes worked when attacking a problem. The children in class X worked through using their reasoning powers. The children in class Y did not approach a problem by conceiving its elements, but through physical manipulation.

The teacher, who was out a few weeks, upon returning found that the children of class X were engaged in the study of England. This study had been launched during her absence. They were enjoying the Medieval period, composing long tales about the knights. The teacher felt their work to be superfluous for a class of their ability and in a few days started them all by asking, "How did England begin?" What a stir and bustle ensued! Having exhausted the room's supply of books, these industrious children ransacked the library and even long unused books in the storeroom as they went deeper and deeper into the study. Original books styled after the "Anglo-Saxon Chronicle" were begun after much discussion and note taking. Illuminated books and original stories typical of the Medieval period were produced as time went on.

Class Y reacted differently. To problems from their class in social studies, the children in class Y showed only disgust and helplessness. One day, after two months of this same type of response, the teacher asked, "What would you show an artist in H-----?" (It was their section of the city). "What would

you show a person interested in history?" "What would you show a business or factory man?" These bored children appeared suddenly to have changed completely. Enthusiastic and full of information now, the lists under the headings suggested by the question grew longer and longer. Children made plans to prove statements to others by visiting certain spots after school. They actually made notes concerning what they wished to investigate in the neighborhood. For the first time, plans were made spontaneously. An excursion to their own playground to examine the markers there was agreed upon for the next day. They arranged other trips. A visit was made to a near-by lumber plant. There was no behavior problem among these hitherto noisy, rebellious children now; on the contrary, they stayed together, watching the different operations in process and following them with attention. Upon their return to school they immediately and without suggestion began the first voluntary drawing done in the class. Sketches of the mechanical operations and of the finished products observed within the plant were produced. Letters thanking the teacher or the plant manager for allowing them to visit were spreading all over the room. This was followed by their introducing new information, not about the rich history of the community, but about the new plants yet to be visited and the building activities yet to be examined. The next trip that was planned by them was to the river. There they saw the oil boat pumping oil into tanks. This trip caused voluntary reading about the drilling, shipping and pumping of oil. When Bob, child of the streets,

told of the train tracks that were under construction only a few blocks away, this proved to be a big challenge. After actually marching to the scene in perfect order, by their own suggestion, they exhibited silent awe as they surveyed the situation. Sooner than the teacher, they had figured out the order of the laying of the track from the log-cutting to the finished track. Never had the teacher seen a class more engrossed. They began excitedly, both boys and girls, following each process. Notebooks were brought out. Words the teacher had heard, but never used, were being written with some insight as to their proper form - creosoting, trestle, crane, welding and riveting. Instead of tiring and becoming rowdy as they usually did quickly, they became more and more fascinated, going over and over each operation. The superintendent of construction who at first had waved them back was now showing them things, answering their many intelligent questions. At last, cold, and very tired, they were led back to school. There was no let up in their activity. They began organizing their notes into papers, astounding papers to the teacher, full of technical words she herself had heard but little. A planned discussion about the laying of the track and purpose of the construction was given. Pictures, full of action this time, were drawn freely. Two boys, aged fifteen, with IQ's below 68, began a huge representation of the entire scene to the other children's utter delight. Every detail was correct; all striving together made sure of that. Upon the board were words which they had requested while they were

writing - construction, crane, tractor, engine and machinery. Even the poorest reader had no trouble recognizing them and loved to read them.

While reading the next day, the same children had great difficulty with words usually mastered in the third grade - enough, cruel, higher, lighter, proud, aloud, swam.

The ways the groups used when working at producing a play were quite different. The original plays of Group X came about through particular research by small groups. The resultant inspiration of these few was a creative response to the mind's storehouse of knowledge. The plays of Group Y usually resulted from incidents which occurred at the moment and were peculiarly appealing to the children. Theirs was a creative response to the immediate physical environment.

Harvey, Frances, Eleanor, Ruth and Charles were rather gifted children in class X with IQ's ranging from 100 to 115; keenly interested in books, good readers all, and easily aroused toward creative activity. They often formed a group, sharing each other's findings in books, and writing poems and stories. They began a series of imaginary discussions between the gods and goddesses, between Socrates and his pupils, between Greek statesmen and warriors. One day they told the teacher that they had ideas for a play. The class knew nothing about their plans for a week or two as the little group where the idea germinated worked diligently. They decided on the action, wrote and rewrote

the script. Then they announced to the class that they were ready to read their plans for a play. The class received this report enthusiastically and added suggestions. Music was brought into the play through the efforts of one small group, more dialogue was inserted by others, poetry and scenery were introduced by still other small groups. After several weeks of rehearsal with valuable additions and improvements being made constantly by various class members a musical drama of elaborate proportions resulted.

When class Y gave a play, it was not a specialized process as with class X but a mass movement. As Red Cross representatives for the school, they had taken great pleasure in making articles for soldiers' camps and for crippled children. Finally, just before Christmas, these were completed and arranged by them along with contributions collected from other classes in the building. The teacher told the children that the gifts must be presented in the auditorium to the city Red Cross representative. The children offered suggestions about what to say concerning each type of gift as the teacher recorded on the board. A general clamor arose, "Let's give a play." They acted out the parts as they suggested them, then and there, improvising as they went along. One suggested including Santa Claus and promptly acted the part; another introduced an original jingle. As the children created their own roles and lines spontaneously, the play was born and enacted on the spot. Nothing was ever changed or added by them. In two rehearsals the play was ready, and most realistically

presented before the appreciative audience composed of the rest of the school. A number of successful plays were given by the children in this manner. In the type of play in which the player must memorize a given part and rehearse at length, the child in Group Y failed dismally for he did not comprehend that which did not come from his own experiences.

## CHAPTER IV

### CONCLUSIONS

As an introduction to the conclusions, the writer will attempt to summarize the differences which existed in the two groups - differences both in environment and in native ability. Her specific conclusions will follow. These will be presented under four heads: Social Living, Music, Reading and Social Studies. These conclusions will be followed by the general conclusions that the writer draws from the total school performances of both groups.

#### Differences In Environment And Ability

Both the environment and the original nature of an individual strongly indicate the direction which his activities will take. This was clearly evident in the groups described in this study.

Environment. The children of class X and class Y lived under very different environmental influences.

The children of Group X were from families of the middle strata of economic life. Their fathers were, for the most part, skilled workmen and petty officers in the navy. Their salaries were sufficient to furnish the children with proper clothing, adequate food, sufficient recreational resources and occasional



travel. Their parents usually owned comfortable, well-kept, modest homes. Parents and children made plans for working and playing together. They lived a well-ordered home life with regular hours for meals, bedtime, play and study. They had books of their own. They enjoyed the daily paper, current magazines and the family radio. They were interested in national affairs and discussed them at home. The children felt themselves to be wanted. They were secure in their homes. Generally each was one of not more than three children; often the child was the only child in the family.

The children of Group Y, on the other hand, lived in the slums. Their parents were unskilled laborers and habitually had only part time work even though the country was at the time suffering a critical manpower shortage. The parents rented the miserable living quarters for a few dollars a month and felt little concern, therefore, that the doors were weak and shaky, roofs dilapidated, walls and ceilings unpainted and unsightly; yards dirty and unkempt. Seven or eight children in the families was customary. All were crowded into two or three rooms with a scant supply of fuel. The children wore old clothing and ate improper food. There were no regular hours for meals; a large pot stayed on the stove, and the members of the family dipped in whenever they felt hungry. Beans or cabbage were most often the contents of the vessel. There were no regular retiring or rising hours. Parents, as well as children, were on the streets late at night, though both children and parents seldom

left the tenement section. The children arrived at school in the mornings attired in yesterday's dirty clothes, with unwashed bodies, tousled hair and weary eyes. They often slept in school.

Native ability. In native ability there was also a considerable difference between the two groups. The intelligence of the child in class X centered around the 100 mark, according to the Otis Classification Test. The intelligence of the child in Class Y was on the whole about 85, according to the Stanford-Binet Individual Test, given by the city school psychologist.

#### Specific Conclusions

As these two groups differed in the environment in which they lived and in their native endowment, so they differed in their school performances.

Social Living. The facts presented concerning the ways of living that developed for each in the schoolrooms justify certain conclusions.

The child who was typical of Group X felt harmony in his relationships to others and to the world at large. This was evident in his automatic entry into groups for work and play, in his quick adjustment of himself to the teacher's leadership and to new situations, in his ability to disregard routine matters - such as schedule and seating arrangements - for higher

issues. Conversely, the child who was typical of Group Y demonstrated his feeling of inadequacy in his rebellious entrance into school, in his continuous fighting and in his fear of any change. His insecurity resulted in frequent instances of battling against his world.

The average child in class X delighted in variety in his daily life. This was evidenced by his constantly shifting his seating arrangements, his non-adherence to schedule, his numerous attempts at beautification. The average child in class Y was unable to cope with variety. This was evident in his rigid conformity to schedule, his adherence to a fixed seating arrangement and his tendency toward scrubbing rather than beautifying. This child appeared a slave to routine in that only when he moved according to a fixed habit did he feel secure.

It was typical of the child in class X to plan. His preparations for each school day, and his concentration while engaged in intellectual pursuits revealed his understanding of the value of reflective thinking in living. On the other hand, it was equally typical of the child in class Y not to plan. His choice of tools, his selections of activities and his ways of behaving showed that his understanding of values was limited to the objective values readily seen. The concrete in material, in movements and in descriptive words appealed to him rather than the abstract.

In class X, the love for variety, long planning and organized thinking so evident there indicated that the child in his daily living led constantly to series of accomplishments and to further

growth. In class Y, the child's constant battling with his peers, his resistance to change, inability to cope with variety and constant rejection of the amenities resulted in his remaining socially in a state of stagnation.

Music. The children of class X made an intellectual approach to music while the children of class Y made a physical approach.

With class X, the level of enjoying and understanding music was constantly rising. As comprehension increased, as their understanding of the finer music developed, so were their deeper, more delicate emotions touched. This, in turn, aroused within the children some awareness of the 'why' of things, of the depth of human feelings, of universal truths. On the contrary, music must mean pleasure and relaxation for the children in class Y or they would not accept it. With such music, they would give vent to the simple emotions that they felt. This they did through motions to the music, modelling, or playing their own hand-made instruments to their own ordered time and tune. Accordingly, their level of comprehending music did not rise to any degree.

While the children in class X used music to express their growing conceptions about the world and its peoples, the children in class Y used music to express their static relationship to their immediate environment and to show their simple understandings and feelings for nature and life around them.

Reading. Both groups engaged in reading but to different degrees. They differed also in regard to content desired and in the reactions

they made to their readings.

The children in Group X wanted their reading matter to be rich in imagery, elegant in expression and deep in feeling. They desired a variety of characters who would introduce them to many and far away places. They liked the materials to contain suggestions about science that they might investigate or facts of historical or geographical significance. Themes about music increased their pleasure as well as fanciful tales. On the contrary, the children in Group Y wanted no story which, in setting, was not very close to their own life. They tolerated and understood no story with more than two characters. Emotions other than the basic ones were foreign to them in reading as in living.

The children in class X were original in their reactions to what they read. They often contrived stories, imaginative paintings, drawings or vivid dramas after meaningful reading. They investigated why things happened and how people reacted to differing situations. On the other hand, the reactions of the children in class Y were physical in that they re-enacted the story or asked precise questions about objects mentioned. They wanted to know how things were made and how large things were. They did not engage in producing drama, poetry or prose after reading a story but, rather, attempted to draw or make, exactly as described, definite things in the story. Reading must give them concrete representations or they rejected it as meaningless.

Social Studies. One class acquired understanding of the social studies through the use of the imagination and through extensive research in books. The other class could achieve comprehension only by actual direct contact with the matter under consideration.

To the children in class X, Social Studies was a limitless field, extending outwardly to the universe. They approached this study through the constructive use of the imagination, through living vicariously in the far away and the long ago. Because they were able to reconstruct experiences so vividly in their imaginations, these children thoroughly enjoyed each new area into which the class was led. The children in class Y lacked the power to think in the abstract. Their knowledge came through direct sensory experiences. Although they could not vicariously live the pioneer's life as had the children of Group X, could not visualize ancient Greek and Egyptian life, they were very eager to grasp a subject when they could see, touch and examine the objects concerned. Therefore, their interest was completely restricted to the mechanical and the physical realm which they were able to comprehend through manipulative experiences.

The children in class X obtained a qualitative knowledge, judging the relative merits of contrasting situations, envisioning the past and the future and the answers to the 'why' of matters. The children in Group Y obtained factual knowledge by determining how large the object was, how it worked and the relative value of its practical application in the world of work.

## General Conclusions

In making a cross-section of the total school performances of both groups, the following general conclusions seem justified in view of the facts presented.

1. The child typical of Group X welcomed new experiences. The child representative of Group Y clung to the familiar.

Each new subject offered to him served to lead the child of class X on to new experiences as he constantly and happily made different reactions to varied stimuli. This was evidenced by his creating in many ways, his variety in responses to music, his glad acceptance of many sorts of subject matter and his interest in many types of literature. His pleasure in new desks, new pictures, new books, a new room and a new teacher was apparent. On the contrary, the child in Group Y held fast to that which was habitual to him. His attitude toward the changing of his desk, and his desire for a rigid schedule demonstrated his fear and feeling of inadequacy in dealing with any but the known. Similarly in his intellectual growth, his complete indifference to characters and content material not within his own range of experience revealed his constant adhering to that which had become mechanical for him.

2. In their work in the classroom the children in class X resorted to a high degree of specialization. The children in class Y followed the movement of the herd.

Small groups or committees self-formed and self-conducted were constantly in operation in the classroom of Group X. One small group would be working on research, while another was writing a play, a third planning a discussion and a fourth working on notebooks. Such groups were constantly reshifting as the children accomplished their goals and sought new or enriched experiences. The children in class Y, it will be remembered, would not pretend to read history unless all in the class had their books open at the same page. Even when the children were put into small groups for the expressed purpose of reading about and then producing a science screen, they deserted the groups to read alone. No reading period was conducted without all reading at the same time and alone.

On the playground the children of Group X formed readily into squads or teams, just as in the classroom they worked smoothly and efficiently in small groups. The actions of the children in Group Y were in direct contrast. On the playground the children in class Y grouped en masse, never in teams or squads. Individually each did what the others in the group were doing.

In such matters as cleaning the room this same difference in response was clear. There was the specialized group work in the one, the herd or mass movement in the other. In class X some children spontaneously arranged reading nooks, others, perhaps, rearranged pictures, while a few began mounting new material. Some went to work on exhibits. Still others took an over all view to see what further needed attention. In Group Y there was no



specialization of jobs during clean-up time. All scrubbed, washed, mopped at the same time and none thought of doing a different thing.

In planning a play one small group in class X did the writing as they received the inspiration, and planned much of the plot before the class knew of its existence. When this first group presented its efforts to the class, others contributed to the production; some with dialogue, others with musical or poetical offerings. In class Y the play was produced from the floor, so to speak. Individuals contributed parts to the mass production, all together composed and acted the play out simultaneously.

Thus, the organization into spontaneous or planned small groups was strong in room X, and action by mass duplication was customary in room Y.

3. Many of the experiences of the children in class X came as the result of planning, but the children in class Y followed an accepted pattern.

On the first day the children in Group X showed their ability and desire to plan; physical education practice for weeks ahead was organized and papers showing the significance of their last term's unit were written. Their tendency to plan grew apace. This was evident in their way of working on a problem in social studies for weeks at a time. They would labor in a small group over a play. They were creative in the reproduction of a mining scene, a forest ranger lookout or an Egyptian palace and garden.

Similarly, from their first entrance into the school, the children in the class Y showed their tendencies. Foremost among their characteristics was routine battling with their classmates. Their adherence to schedule, to a fixed seating arrangement, to repetitions in use of materials, to the same methods of studying, illustrate their utter dependence upon a pattern. Their inability to draw or write revealed among other things that they could not accept that which was out of the usual routine. Their complete helplessness whenever their one established pattern was upset was clearly demonstrated whenever they were asked to express thoughts about history or geography materials.

4. The children in Group X enjoyed imaginative experiences as well as those presented to their senses in daily life. The children in Group Y judged all things only through their actual physical contact with them.

The children in class X relived the experiences of the pioneers and ancient peoples about whom they read. They enjoyed fanciful tales and felt elves and fairies to be revealed in music. Yet they also appreciated the real world of today. This was evident through their interest in their country's industries and resources, and their concern for current affairs. In contrast, the children in class Y conceived no fairies to be in music. Although at first the music recalled nothing to mind, later its meaning was firmly attached to the actual memories of the community church bells tolling on Sunday; only that. The children could not recreate

the pioneer or the ancient civilizations as a whole. They grasped only the little detail which was an exact description of an object or experience similar to one that they themselves had met with at some time. Yet they were able to seek a physical conception of the size of the pyramids because this knowledge could be obtained by repetition of sense experience they had had. They could not appreciate Giotto in later life, as the children in the other class had done, as that required building up vivid mental images from varied imaginative experiences. Giotto in his childhood was very clear to them, for they themselves had experienced the same type of life as he had.

5. The interests of the children in class X were widespread, and the interests of the children in class Y were limited.

The classes had different habits of intellectual pursuits. The typical child in class X was hungry for knowledge. Given the slightest hint about something from long ago or far away, and off he would go into many books to search for information about it. He kept many different types of research in varied fields going at once - history, science, geography and literature. Such matters did not concern the child in class Y at all. Repeating the multiplication form interested him, but not a varied use of multiplication. Where the child in class X composed problems originating from his daily life and solved problems discussed in the social studies, the child in class Y wanted merely to continue doing the actual mechanical process. While he objected to study

of unfamiliar geography or history, he delighted in studying his own community; in this, the more the repetition the more pleasure it was to him.

6. The typical child in the group known as X solved problems through the use of his reasoning powers. The typical child in Group Y sought opportunity to manipulate as a means of reaching conclusions.

Usually the child in class X asked "why" it was so, but the child in class Y asked "how did it look." In investigating their country's resources the children in room X were fascinated with the account of how coal was formed and made unrelenting search for facts about the formation underground. The children in room Y concerned themselves with how coal is brought into the city, how it is unloaded and how it is transported. Generally, the children in Group X proposed to themselves ideas to investigate, but the children in Group Y attempted to verify forms. The first group looked for answers to their questions in books, but members of Group Y examined their own immediate surroundings.

Even the cleaning activities were a thought process with the first group, often resulting in efforts to rearrange and to beautify. It was a physical process with class Y; they immediately began to sweep, mop and scrub. Their choice of daily tools showed the thoughtfulness of the children in class X. They wanted pen, paper and books. The children in class Y desired implements

to manipulate - metal, string, sticks and curios.

In their reactions to music, the one group made a thought response, the other a motor. Group X responded to listening by reporting the visions the music brought forth. Group Y responded to music by dancing and swaying to its rhythm. Later, when both became interested in instrumental music, Group X desired lessons on form, enjoyed and comprehended the note reading and made rapid progress toward composition. Group Y could never learn to read notes comprehensively and could not profit by instrumental lessons but derived great enjoyment from the band in which they assembled crude "instruments" and manipulated these to form known to the ear.

In the social studies, the children in Group X concerned themselves with the ways of living of other ages and other peoples. They even conceived themselves to be one with each people as these were studied - an imaginative process. Habitually the children in class Y concerned themselves only with the physical objects and actions mentioned in the study. They asked about the size of the pyramids and the possibility of climbing them. They wanted to know the achievements of the athlete in Greece and how the crosscut saw and the flatboat of the American pioneer were constructed. Birds, insects and industries seen in their own community were of undying interest to them in so far as these could be investigated directly.

7. The child typical of Group X was interested in the

application of generalizations. His investigations extended from his thoughts outward to the universe. The child in Group Y could comprehend only representations of the factual after having first directly dealt with the facts in objects present to the senses.

The children in the first group gained their broad outlook through thoughtful considerations and varieties of applications. Writing, constructing and play-acting were means of expansion with them. Through these they lived imaginatively in other lands and in other times. Through reading they lived vicariously. The children of the second group did not seek to make generalizations as truths, nor could they appreciate them when expressed by others. Their understanding came through experiences in which they heard, felt and saw specifically. When they went to the river where they saw the train track being laid and the lumber plant in operation, they gained understanding from these experiences. Indeed, they could not get conceptions merely from reading about such operations elsewhere.

8. The child typical of class X was well balanced; he manifested fine shades and degrees of emotions related to his thoughts. The child typical of class Y displayed simple, crude, strong emotions accompanied by actions.

The child in Group X appeared calm, self-confident, self-assured at all normal times. This indicated a stable emotional balance within the child himself. He showed a tendency to feel

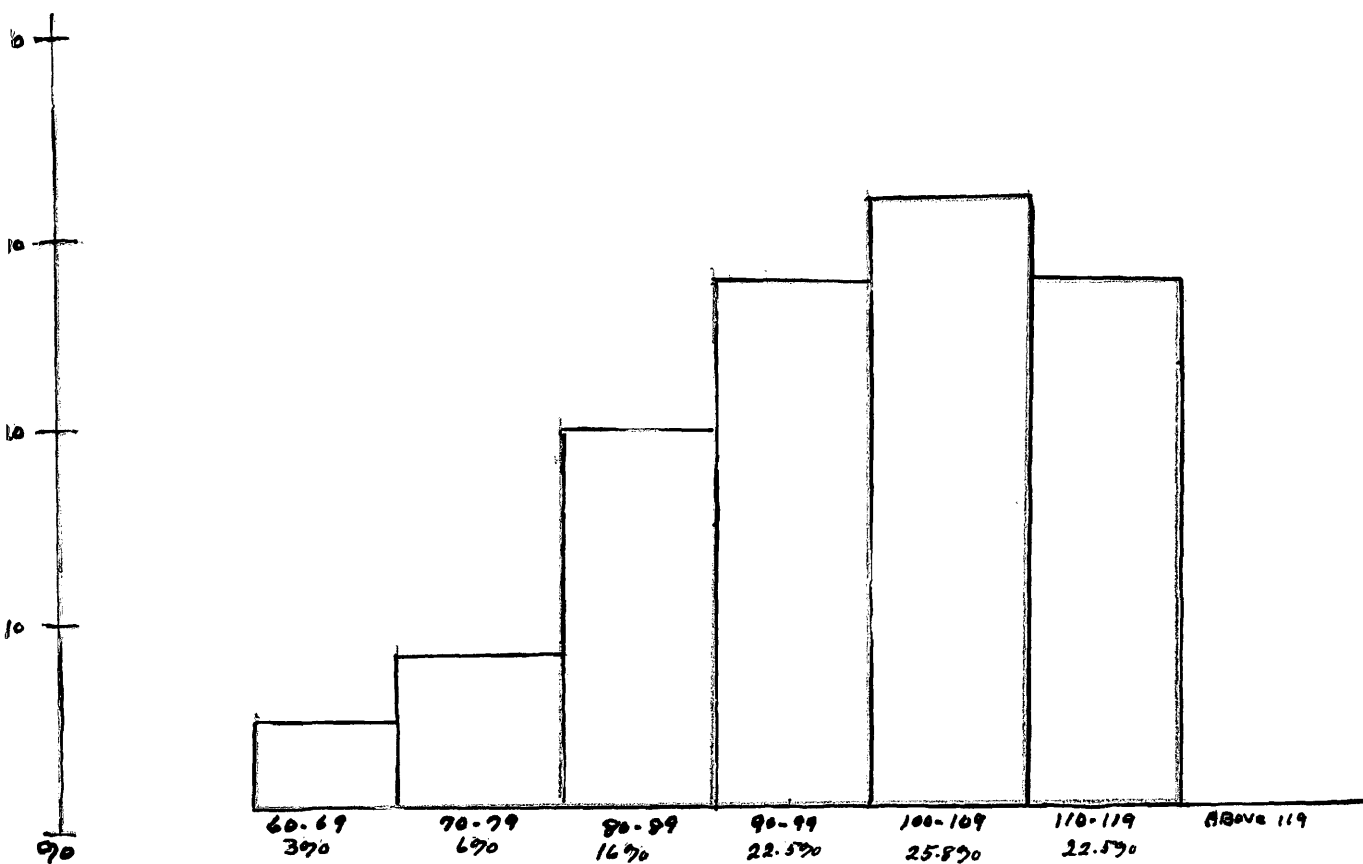
the shades of emotions rather than intense contrasts. In learning of the Holy Grail, he exhibited feelings of awe and reverence. In his interpretations of "Lohengrin" he revealed understanding of such intricate feelings as remorse, doubt, compassion and exultation. The emotions of the child in Group Y were not subtle and restrained. Mastery, anger and hate he exhibited overtly, directly and uncontrollably. Satisfaction in successfully attacking his fellow classmates he showed often, and anger at being prohibited from rock fighting he could not conceal. Unrestrained facial and bodily responses came when visiting his community's industries, or when listening to simple primary rhythms. He did not comprehend, even vaguely, music that called for deeper understandings through recall of stories and historical incidents, nor did he appreciate music that required analyses of purposes and connection with ideals. Similarly, his range of acceptance in stories was limited. The identical material rejected by children in Group Y made a great appeal to the children in Group X.

In comparing the ways the two groups work, the place of direct sensory experience is important. The typical slow-learning child makes little progress in the average classroom because of the few opportunities for learning through direct sensory experience. The capable child does not require sensory experiences. He sees likenesses in principles in varied situations and applies a principle he has learned in one situation to a similar one. He reads

comprehensively and gets accurate conceptions from extensive reading. As a result of these abilities he has an understanding and appreciation of his world which is denied the slow learner when the slow learner is expected to obtain the major part of his education from books.



Class X Intelligence Distribution  
Otis Classification test - May 1942



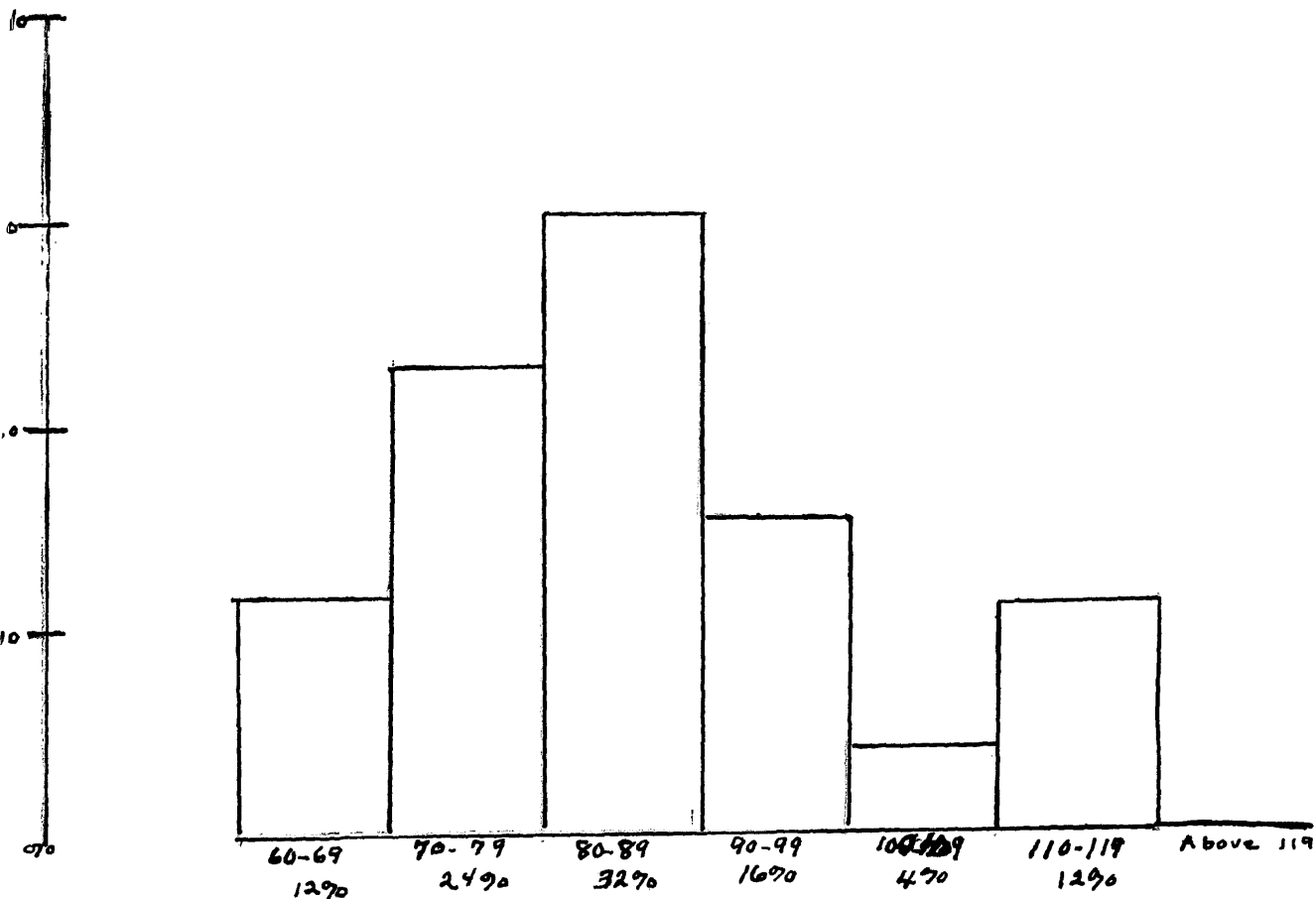
I 2 Distribution

Class Y

25 pupils

Intelligence Distribution

Stanford-Binet test  
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IQ Distribution

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## VITA

Helen McDowell was educated in the public schools of Norfolk, Virginia, the State Teachers College at Farmville, Virginia, and the College of William and Mary, Williamsburg, Virginia.

Her professional experience includes that of teaching in the upper elementary grades of three Virginia cities. She is at the time of this writing a member of the faculty of the Matthew Whaley School, Williamsburg, Virginia.