

R E P O R T R E S U M E S

ED 014 354

RC 001 954

EDUCATION PROGRAM FOR MIGRANT FARM WORKERS AND THEIR FAMILIES. FINAL REPORT, 1965.

BY- SCHELBY, FLOYD A.

MERCED COUNTY SCHOOLS, CALIF.

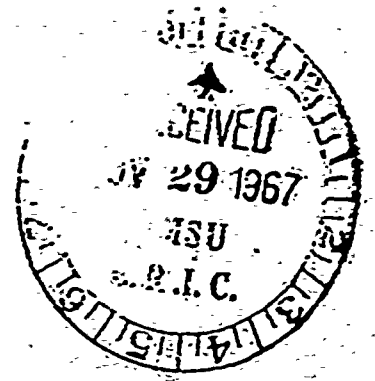
PUB DATE JAN 66

EDRS PRICE MF-\$1.00 HC-\$8.76 217F.

DESCRIPTORS- *ADULT EDUCATION, *CHILD CARE CENTERS, CURRICULUM, *ELEMENTARY EDUCATION, ENGLISH, FEDERAL PROGRAMS, FACULTY, INDUSTRY, INSTRUCTIONAL PROGRAMS, LITERACY CLASSES, LANGUAGE SKILLS, *MIGRANT EDUCATION, *PRESCHOOL EDUCATION, READING, SECONDARY EDUCATION, SCHOOL PERSONNEL, STATISTICAL DATA, TESTING, VERBAL STIMULI, WRITING, WEAVER UNION ELEM. SCH. DISTRICT,

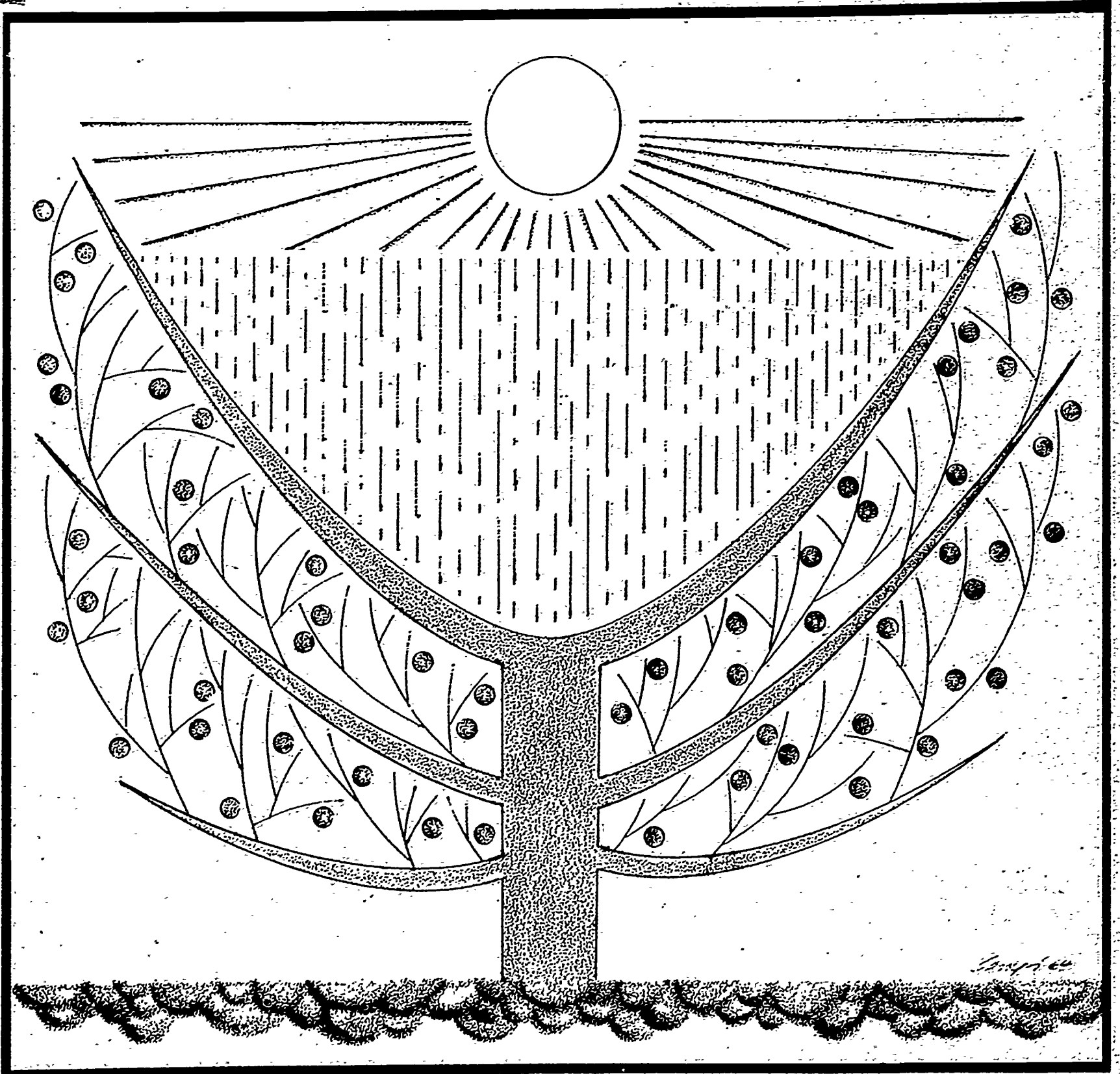
A MIGRANT WORKER PROJECT IN CALIFORNIA INVOLVED INDUSTRY, SCHOOL PERSONNEL, CEO, AND PARENTS OF MIGRANT CHILDREN IN THE FORMATION OF A SPECIAL SCHOOL FOR MIGRANT CHILDREN AND THEIR PARENTS. THE FOUR COMPONENTS OF THE SCHOOL WERE--CHILD CARE CENTERS, PRE-SCHOOL EDUCATION, GRADES 1-8, AND ADULT EDUCATION. THE CHILD CARE CENTER WAS ESTABLISHED TO CARE FOR THE VERY YOUNG WHILE THEIR PARENTS WERE WORKING IN THE FIELDS OR ATTENDING ADULT LITERACY CLASSES. THE PRE-SCHOOL COMPONENT PROVIDED VERBAL STIMULI AND DEVELOPED LANGUAGE SKILLS FOR THOSE CHILDREN WHO CAME FROM DISADVANTAGED, NON-VERBAL HOMES. A MINIMUM CURRICULUM IN READING, WRITING, SPEAKING ENGLISH, AND ARITHMETIC WAS PROVIDED FOR STUDENTS IN GRADES 1-8. THE ADULT LITERACY CLASS WAS DIVIDED INTO ONE SECTION FOR ADULTS AND ONE SECTION FOR HIGH SCHOOL AGED STUDENTS. THESE CLASSES CONCENTRATED ON SPEAKING, READING, AND WRITING OF THE ENGLISH LANGUAGE. RECOMMENDATIONS FOR IMPROVEMENT OF SUBSEQUENT PROJECTS WERE MADE BY ALL THE STAFF, AND STATISTICAL DATA ARE INCLUDED WHICH SHOW THE SCOPE OF THE PROGRAM. VARIOUS APPENDICES INCLUDE SAMPLES OF ALL FORMS OF STUDENT RECORDS AND TESTING PROCEDURES. (JS)

FINAL REPORT • '65



ED014354

Education Program for Migrant Farm Workers and Their Families



Sponsored by U.S. GOVERNMENT OFFICE OF ECONOMIC OPPORTUNITY,
CALIFORNIA PACKING COMPANY, WEAVER SCHOOL DISTRICT and the
MERCED COUNTY SCHOOLS OFFICE

RC001954

FINAL REPORT

(1965)

Sponsored by

OFFICE OF ECONOMIC OPPORTUNITY (Title III-B)
WEAVER UNION ELEMENTARY SCHOOL DISTRICT
MERCED COUNTY SCHOOLS
CALIFORNIA PACKING CORPORATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

Report Submitted by

Floyd A. Schelby, Superintendent
Merced County Schools
January, 1966

TABLE OF CONTENTS

Migrant Project (1965)

State Attendance Regulations and Statement of Need -----	1-3
Legal Organization of School -----	3-6
Project Objectives -----	6-7
Description of Student Population -----	7-8
Staffing Pattern -----	8-10
Table of Organization -----	11
Director's Report -----	12
Pre-School Staff Report -----	13-18
Regular School Staff Report -----	18-25
Child-Care Center Staff Report -----	26-28
Teacher-Aides Report -----	29-30
Community-Aides Report -----	31-33
School Nurse's Report -----	34-39
Description of School Plant -----	39a
Budget Accounting -----	39b
Appendix I - Attendance Records -----	40
Appendix II - Photographic Review -----	44-45
Appendix III - Student Information Forms -----	46-60
Appendix IV - Evaluation Model -----	61

ATTENDANCE REGULATIONS

Regulations governing school attendance, as specified in Chapter 6, Article I, section 12101 of the Education Code for the State of California, state that "Each parent, guardian, or other person having control or charge of any child between the ages of 8 and 16 years..shall send the child to the public full-time day school for the full time for which the public schools...are in session."

The nature of this regulation in the Education Code legally requires the persons of the local schools and families to make provisions for the education of the children of this locale. Supervision of this provision of the Education Code is placed with the offices of the County Superintendent of Schools for this school district location.

The basic need for a Migratory School can best be expressed by explaining the personal concern of the local school districts, local fruit growers, and the parents of last year's Migratory School Program.

Concern for the maintenance of a semi-permanent labor force in the orchard industries in the local areas relates closely to the problems of establishing educational facilities for the children of the families of migrant laborers.

Without the provisions for the education of the children found in the areas of the migrant labor camps, many families would find it necessary to seek employment in other regions of the country, wherein it would be possible to enter their children in established school facilities. The determination of this need to find educational facilities by the laborers in these migrant camps frequently meant the loss of an adequate number of workers in the local orchards prior to the completion of the harvest season.

However, with the organization of school facilities for the children of the migrant workers, the local orchard industries could maintain their labor force for the current season. Moreover, parents of the children found in the migrant camps could be expected to return to the area in subsequent years to work in the orchards because of the educational opportunities available to their children. This would substantially reduce the costs to local industries incurred annually through efforts to recruit workers.

The concern, then, for maintaining an adequate labor force coupled with equally sincere concern for improving the social status of their workers and their families, prompted California Packing Corporation, a local orchard industry, to institute measures to secure adequate educational facilities in their migrant camps.

SCHOOLS:

Serious concern for the welfare of the school age children found in the homes of the migrant workers was expressed by officials of the Weaver School District and the Merced County Schools Office. The lack of school facilities and school programs specifically oriented toward the improving of the educational level of the children of migrant workers was recognized as having much to do with the limited social improvement possible to these children.

However, the difficulties encountered when establishing school facilities for the children of migrant families were formidable. To integrate these children into existing classrooms and programs was most difficult because of the extremely varied educational backgrounds represented. In addition, language barriers presented with the enrollment of non-English speaking children into regular classrooms seriously handicapped the instructional program which could be made available to these children.

Furthermore, the greatly increased numbers of children to be placed in the regular school classrooms on a temporary basis tended to limit the quality of instruction to all children enrolled.

Most important of the considerations, however, was the difficulty of providing the kinds of instructional programs to the children of migrant families which would adequately meet the needs of this kind of student. Because of the unique nature of the educational background of these children it was recognized that providing a proper education in the regular classroom was nearly impossible and, in any case, would not be nearly as satisfactory as a total program oriented toward the educational problems of this group of children.

MIGRANT FAMILIES:

The enrollment of the children of migrant workers into the regular classrooms of local schools provided many problems to the families of the migrant workers. In very brief form, some of these problems are enumerated below:

1. Non-English speaking children found it difficult to perform at the levels expected of them in the regular school facilities.
2. Economic circumstances made it difficult for the children of migrant workers to find acceptance among the children with whom they must associate in the regularly established schools.
3. Previous unsatisfactory experiences when enrolling children in regularly established schools has prompted the parents of these children to be suspicious of the motives of the local school districts and, because of this, keep their children out of school or to move when confronted with the compulsory school attendance regulations.

Family attitudes toward existing school facilities has resulted in frequent movement of these families to other areas to seek employment or, at best, very irregular attendance by their children in these schools.

Nevertheless, all agencies including industry, school officials, Office of Economic Opportunity, and parents of children in migrant camps, were seriously concerned about the large numbers of children to be found in these camps that were not attending any school during the tenure of their parents in the harvest fields. The interests of all people mentioned resulted in the serious study of ways in which an adequate educational program could be made available to these children with subsequent establishing of a special school (Migratory School-Merced County Schools Office) in California Packing Corporation Camp #11.

LEGAL ORGANIZATION OF THE SCHOOL:

This school was organized under a proposal submitted to the Office of Economic Opportunity in accordance with Title III-B of the Economic Opportunity Act of 1964. Following is a description of the four components of the school: Child Care, Pre-School, Grades 1-8, and Adult School.

Child Care

The child care center was established in the Migratory School for the express purpose of caring for the very young children during the hours when the parents were working in the fields or during the hours when the parents were attending the adult literacy program, which will be described in a subsequent section of this report.

The child care center was opened early in the morning at a time which coincided with the time when parents left for work in the fields (usually about six-thirty). The children were kept in the center throughout the day until such a time as the parents returned from the fields. This generally was about four-thirty in the afternoon.

The children were under the direction of two child care center matrons assisted by two aides during their hours in the center. One of these matrons and one aide also cared for the children while the parents attended the adult school. These matrons and aides were selected and employed from the Mexican-American community of the City of Planada and received training to prepare them for their positions through the Center for Community Development in Fresno, California.

Aside from caring for the physical well-being of the children in the center, these adults provided basic instruction needed by the one and two-year old children, particularly in the early beginnings of the English language. The major purpose of the child care center was to provide a wholesome atmosphere in which the very young children could be supervised in an activity-learning situation, while freeing parents to work in the harvest fields or attend the adult school.

A kitchen-cafeteria mobile unit was provided for use by the child care center. Through the services of this unit, morning and afternoon snacks and an adequate hot lunch were provided for the children attending the center.

In addition to the regular supervision and instruction provided for the children in the child care center, minor health services were provided through the services of the nurse employed for this program.

Pre-School

The expressed purpose of the pre-school center was to provide the verbal environment necessary to provide the children from the impoverished, non-verbal homes with the language skills necessary to complete successfully when entering the public schools.

The following list of objectives was established for the instructional program of the pre-school center and we feel were achieved.

1. To provide an enriched and stimulating environment for young children, ages three to five years.
2. To develop vocabulary and other communication skills commensurate with those needed when entering the public schools system.
3. To develop number awareness.
4. To develop an appreciation for stories and poetry through informal listening activities.
5. To provide for an informal atmosphere in which young children can actively participate in a verbal environment.
6. To provide the opportunity for young children to express themselves creatively in a verbal atmosphere conducive to the learning of the English language.
7. To provide minimum health services and a balanced diet.
8. To provide a transitional program which will provide the necessary bridge from the home to the school.

The classes in the center were under the direction of two (2) fully trained, credentialed teachers of pre-school education. Working with each of the teachers was one teacher-aide. The teachers and teacher-aides were fully conversant with both the English and Spanish languages. The teacher-aides were selected and employed from the Mexican-American community of the City of Planada and received special training to qualify them for this position through the School for Community Development in Fresno, California.

The pre-school center operated from 9:00 in the morning until 3:00 in the afternoon. During this period of time provisions for instruction, mid-morning and afternoon snacks, the noon meal, play time, and a rest period were provided.

The children of pre-school age were cared for and supervised by the staff of the child care center during the early morning hours and the hours after the close of the pre-school day, hours when the parents and older members of the family are in the fields.

The classroom facilities used for the pre-school center were a part of the same facilities used in the school for migrant children at the elementary level.

Minor health services were provided through the services of the nurse employed for this program. A physician was also employed to conduct complete physical examinations on all children at the pre-school center.

Psychologists from the Merced County Schools Office performed mental, emotional, and social tests on children of the pre-school that were referred to them by the teachers of the center.

Grades 1-8

The basic purpose of the Migratory School conducting classes for the children in grades one through eight was to provide educational opportunities for migratory worker's children. The educational program provided a minimum curriculum in basic communication skills such as reading, writing, and speaking English, and arithmetic. The development of both the Mexican and American cultures was also stressed.

On the basis of information gained through the pilot operation of a school for children of migrant farm laborers during last years harvest (fall of 1964), the following program organization was implemented for this school.

Five classes, with a maximum number of about twenty children, to provide for a maximum enrollment of ninety-three children of elementary school status. The children were assigned to classes by age level rather than grade level due to the limited education on the part of many children. One teacher, with fully bilingual capabilities, was assigned to each class. Assisting each of the teachers in each of the classrooms was one project trained teacher-aide.

The teacher-aides employed for this program were fully conversant in both the Spanish and English languages and came from economically impoverished circumstances. The aides assisted the teacher in each classroom through, (1) establishing and maintaining a regular communication bridge between the teachers and the parents of the

children in the classroom, (2) supervising small groups of the children in the classroom in order to free the teacher to provide individual or small group instruction to other children of the class, and (3) assessing the particular problems and interests of the migrant children assigned to the class.

This program began in the late afternoon at a time which coincided with the time when the parents and children came from work and then had time to bathe and clean before coming to school. This generally was about four-thirty in the afternoon. The children that lived at the school site went home for dinner and the children from other camps were served a snack in the cafeteria.

Psychological and medical services were provided as in the child care and the pre-school centers.

Adult Literacy and Citizenship Education:

The primary objective of this program was to provide adults with the basic education which will assist in overcoming primary language barriers in the speaking, reading and writing of the English language.

Two different types of people were enrolled in the adult education class, non-English speaking adults and English speaking students which were mainly high school aged students. Because of these two groups, two classes were set up to accommodate these basic differences. One class was conducted in the cafeteria and the other in a regular classroom at the migratory school.

Two teachers of adult education were employed for this program. Assisting each teacher was one project trained teacher-aide. The teachers and teacher-aides were fully conversant in both the Spanish and English languages.

As was mentioned in a previous section of this report, the young children of these adults were cared for by personnel from the child care center.

PROJECT OBJECTIVES:

1. To provide educational opportunities for migrant worker's children.
 - a. Minimum curriculum in basic communication skills such as reading, writing and speaking English and arithmetic.
 - b. Enrichment of cultural opportunities.
2. Provide an individualized educational program for migratory children.
3. Develop a specialized educational program for Spanish-speaking migrant children.

4. Plan a central clearing house for school records in each migrant stream.
5. Provide textbooks and library books with high interest and proper reading levels.
6. To provide classes of reduced size (not more than 20 students) in order that attention may be given to individualized instruction. Expand the migratory school, operating in the Weaver School District, to other migrant farm worker camps in Merced County.
7. Initiate efforts to establish inter-state agreements on educational programs for migrant children.
8. Develop a system of providing the families of migrant children with a resumé of the course work completed so that subsequent migrant school teachers may begin the child's further training at his point of readiness. This provision focuses on the continuity of educational programs intra-state and inter-state.
9. Standardized pupil personnel records of migrant school children so that the information will be helpful whenever the youngster re-enters school.
10. Study secondary school opportunities available to migrant youth, problems of dropouts, and programs with successful holding power.
11. Expand the involvement of the families of migrant children in their educational efforts with particular emphasis on health, cleanliness, foods, and vocational instruction. This was done in the Weaver Migratory School.
12. As soon as migratory youngsters reach a point of readiness to be assimilated into the classrooms of the regular school district, they will be encouraged to transfer into the program. Teachers in the migratory school, as it closes upon completion of the harvest, will be utilized in the regular district schools to provide remedial instruction for migratory school children as needed.

DESCRIPTION OF STUDENT POPULATION:

As has been previously indicated, Camp Eleven of the California Packing Corporation's Planada ranches was selected as the location of the school for migrant farm laborers and their children. This camp is located somewhat centrally for the California Packing Corporation operations in Merced County and was sufficiently close to other labor camps in other ranches of the region to permit the attendance of migrant families from these camps in the program under the terms of this contract.

During the months of July and early August, families begin to arrive at Camp Eleven and in the other camps in the surrounding orchards in anticipation of the late summer and early fall fruit harvest. By August 16, the date established for the opening of the School for Migrant Farm Laborers and their families, most of the camps were full. Many of the families which moved into the camps during this period were families returning because of previous satisfactory relationships with the California Packing Corporation and because of the opportunities provided by the school in the camp during the 1964 harvest season.

All of the families in the California Packing Corporation, Camp Eleven were of Mexican-American ancestry. Of those children and adults from the surrounding migrant camps who enrolled in the school program, the vast majority were also of Mexican ancestry. Only a few were of Anglo-American origin. These latter did not participate actively in the program under the terms of this contract. Therefore, the program continued to maintain its English language orientation.

Approximately half of the children and adults could speak and understand some simple English. All could and did speak a fundamental Spanish. The mean level of formal education among the adults of the community was third grade. Among the children enrolled in the school, but with ages comparable to those children normally enrolled in the secondary schools of our country, the average formal education level was fifth grade. Because of this limited educational background, the stress was necessarily upon the elementary education program. This, however, was adjusted to the particular needs of those enrolled, as described in the objectives section of this report.

The age range for those enrolled in any one of the four components of this program was from eleven months, the youngest in the child care center, to adulthood in the adult basic education program.

Attendance was extremely good. This had been the previous experience during the 1964 operation of the school. The interest on the part of the children and adults in increasing their educational backgrounds must be described as intense. Perhaps better than the program staff, these people realize the extreme importance of education as their means for breaking the poverty cycle.

STAFFING PATTERN AND DESCRIPTION OF DUTIES:

Director:

The Director of the School for Migrant Farm Laborers and their families was responsible for the day-to-day operation of the school including the organization of schedules, assignment of students and teachers, keeping of records, supervision of all project personnel, and maintaining satisfactory relationships between the interested agencies and the school community. The Director selected for the 1965 operational year was the same person selected for the previous operational year.

Project Consultant:

The Project Consultant was responsible for the guidance of the educational program, including the organization of the curriculum and the directing of instructional staff. This included the in-service supervision and education of all teachers and teacher-aides. The Project Consultant assisted the instructional staff in the selection and application of teaching techniques and procedures necessary for conducting an effective program of education in accord with the student population. The person selected for this position was employed because of her ability to speak fluent Spanish and because of her extensive background in education. Prior to the opening of this project school, the Project Consultant attended an extensive six-weeks summer institute, financed under Title III-B, and designed to provide personnel with the special training necessary for working with impoverished students, especially those of migrant farm laborer's families.

Teachers:

All teachers were selected on the basis of their ability to be thoroughly conversant in both the Spanish and English languages, and because of their extensive knowledge of the Mexican-American culture. All teachers selected had had extensive previous teaching experience. Each teacher, along with one teacher-aide, was assigned to a class of students not exceeding twenty in number. The instructional staff was directed to provide as much individual student instruction as was possible with the assistance of one teacher-aide. In addition, the teachers were directed to provide instruction in both the English and Spanish languages.

Teacher-Aides:

The teacher-aides were all employed from the City of Planada, Mexican-American community. Each came from impoverished circumstances. The teacher-aides, along with other project personnel received special training for their work in the project school through the services of the California Center for Community Development and the Merced County Schools, Curriculum Consultant Staff.

The teacher-aides were all assigned to work in the classrooms under the direct supervision of the teaching staff. In this role they assisted the teachers by supervising small groups of children, preparing the classrooms for the day's activities, operating the audio-visual equipment, reading to and listening to children read, and maintaining a regular communication between the school and parents of the children enrolled.

Community-Aides:

The community-aides were all employed from the City of Planada, Mexican-American community. Each came from impoverished circumstances.

The community-aides received the special training given by the California Center for Community Development. These staff members were responsible for interviewing parents and children in the homes of the various camps and encouraging the children and adults to enroll in the programs provided. In their role, the community-aides were responsible for maintaining a regular communication between the homes and the school. In addition, these staff members assisted the nurse in locating serious health problems and interpreting the program of health education and treatment to the parents of the community.

Child Care Matrons:

The child-care matrons were employed from the City of Planada, Mexican-American community. Each came from impoverished circumstances. The child care matrons received the special training given by the California Center for Community Development. These staff members were responsible for the care of the very young children enrolled in the child care center in order to permit the parents to work full time in the fields.

Secretary:

The secretary employed for the project school was previously employed under the Neighborhood Youth Corps and was from impoverished circumstances. The person employed for this position was fully conversant with both the Spanish and English languages. She was responsible to the Director of the project school and cared for all clerical needs.

Cook:

The cook was employed from the City of Planada, Mexican-American community. She was from impoverished circumstances. It was the cook's responsibility to order and prepare the food served in the school cafeteria. Also, this staff member was responsible for keeping an adequate record of expenditures and meals served.

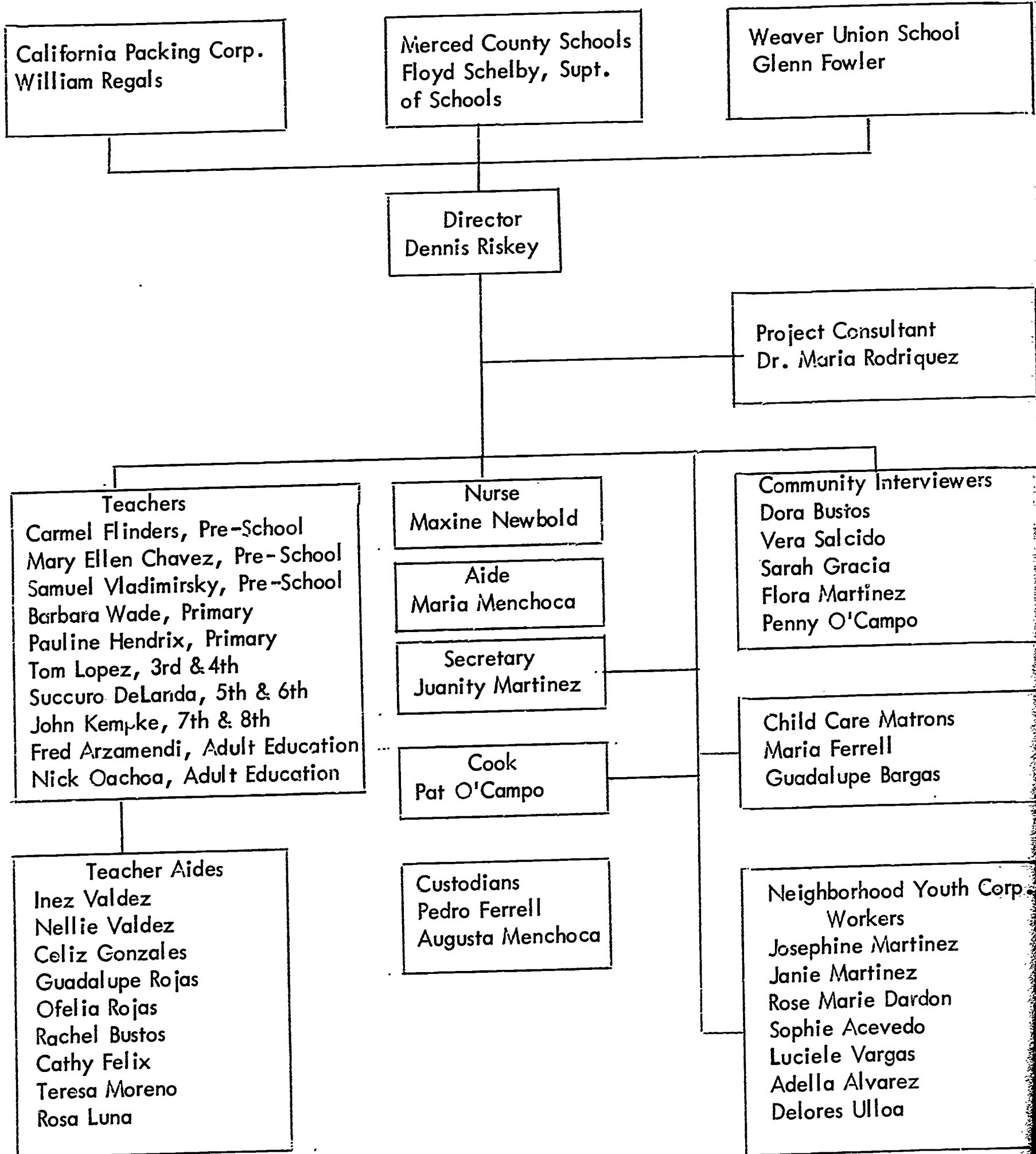
Custodian:

One adult man from within the migrant farm labor camp was employed as custodian. This was a half-time position. The person selected for this position was responsible for the routine maintenance of the classrooms and the cafeteria.

Neighborhood Youth Corps Enrollees:

In addition to the two child care center matrons, several Neighborhood Youth Corps Enrolees were assigned to the child care center. The staff members assisted in the care of the young children and in the serving of food in the cafeteria.

STAFFING PATTERN



DIRECTOR'S REPORT:

Strengths of the Project:

The primary attributes which made the migrant farm laborer's school project a success were as follows:

1. The employment of outstanding, conscientious, bilingual teachers.
2. The hiring of teacher-aides to assist teacher with individual and small groups of children.
3. Having the community-aides function as interviewers to inform the families of the camps of the programs at the school and to function as a bridge for information between the home and the school.
4. Employing all staff members with bilingual capabilities.
5. The availability of adequate facilities, equipment, and supplies.
6. The availability of consultants from the Merced County Schools Office for in-service training of staff members.
7. Health care provided by the nurse of the project.
8. Cafeteria facilities for the child-care center children and pre-school students.
9. The cooperative attitudes among the sponsoring agencies: California Packing Corporation, Merced County Schools Office, and the Weaver Union Elementary Schools.

Weaknesses of the Project:

The following conditions hindered the effectiveness of the project.

1. Part time Director. (I felt that every thing would have run more smoothly at the school had someone functioned as director and been at the school throughout the 15 hours each day.)
2. A part-time secretary.
3. Inappropriate arrangement of the classrooms (mobile) at the site.
4. Lack of transportation from surrounding migrant laborers camps.

5. Poor playground facilities, especially for the young children.
6. Lack of very specific, pre-determined objectives in the curriculum.
7. Complete lack of science equipment.
8. Lack of water in the classrooms and drinking fountains on the playground.

Recommendations:

1. Full-time Director (beginning July 1) and full-time secretary.
2. Provisions be made for transportation from other camps.
3. Provisions for playground equipment.
4. There is a need for staff orientation and in-service training at least two weeks prior to the opening of the schools.
5. There is a need to open the school program two weeks earlier.
6. Provisions should be made for meals for students from other camps.
7. A larger cafeteria facility should be provided.
8. A separate lavatory unit (mobile) should be provided for school use only.
9. Provisions should be made for water facilities in the classrooms.
10. Increase the supply of audio-visual equipment and supplies.

TEACHING STAFF (Professional)

Pre-School

I. INSTRUCTIONAL PROGRAM

A. Teacher's Objectives:

1. To develop free and fluent expression of self in relationship to the environment.
2. To develop social behavior, sharing, working in groups.
3. To foster an appreciation of both the Spanish and English cultures and languages.
4. Develop the awareness and knowledge of body parts, number concepts and readiness for reading.
5. Develop body coordination.

B. The following factors contributed to the achievement of the objectives:

1. Encouragement of verbal expression
2. Freedom of expression and activity as long as it didn't interfere with the activity of others
3. Field trips, walks, (pointing out and discussing all objects, rocks, sky, sun, etc.)
4. Musical experiences, rhythms, dancing, singing, art experiences
5. Physical fitness exercises
6. Story telling
7. Flexible schedule and individual instruction
8. Teaching to communicate with other children and adults
9. Role playing, sharing
10. Vocabulary building through time experiences
11. Family pattern experiences

12. Health instruction through daily snacks and meals, going to the bathroom, brushing teeth before and after meals, washing of hands and face, and by the nurse.
13. Safety instruction through group playing and playground activities.
14. Active-to-passive activity.

C. Strengths of the program:

1. The opportunity for these migrant children to enjoy school at this early age which may help them always to desire to go to school.
2. The value of the program that was recognized by the parents acceptance.
3. The tremendous improvement that the children showed in all aspects and the harvest of knowledge, eager to know more, that we, the teachers collected after planting the seeds in less than two months.
4. Screening of teachers with a sympathy and acceptance for these particular children.

D. Weaknesses of the program:

1. Lack of prior training for this pre-school age children on the part of the teachers:
2. Insufficient number of field trips, should be at least one or two per week.
3. Older children disturbing the classes (children at the camp not working in the fields during the day).

E. Recommendations that would improve the program:

1. Planning meetings with consultants and other personnel prior to the opening of school.
2. Employ at least one pre-school teacher who has had experience with children at age level.
3. Develop a closer relationship between parents and the school.
4. Provide bathroom facilities for the children.

5. Provide a sink and water in each classroom.
6. Shorten the program by one hour.

II. SCHOOL PLANT

The following environmental factors contributed to the effectiveness of the program:

1. Air-conditioning
2. Adequate size of classrooms
3. Cafeteria facilities
4. Sufficient amount of and suitable equipment
5. Lighting

The following physical features of the plant hindered the program:

1. Lack of water and bathroom facilities
2. Lack of a private playground and playground equipment
3. School was too close to the homes
4. Arrangement of the buildings at the school
5. Inadequate shelving and general storage space
6. Cafeteria too narrow
7. No drinking fountains
8. Unsafe playground
9. Lack of windows

III. SUPPLIES AND EQUIPMENT

Although many consumable supplies were furnished, the teachers of the Pre-School found that the following supplies are needed to provide a better program.

1. Tooth-brushes, toothpaste, soap, towels, and combs for each child.
2. Dress-up clothes for role playing.
3. Shirts or smocks for painting (for children and teacher).
4. Rolls of newsprint

A definite need for more audio-visual equipment and supplies: projectors, records, tricycles and other toys, rhythm instruments, drums, flannel board story kits.

IV. STUDENT POPULATION

At the outset of the program the children were very shy, unsociable, unclean, inconsistent in attendance, poor verbal expression in both the English and Spanish language, poor classroom and cafeteria manners, but at the same time they seemed to be happy and fairly healthy.

During the course of the pre-school session many changes were observed in these children:

1. They learned to play together, sharing was much easier for them.
2. Interests changed from just cars and dolls to art, puzzles, and stories.
3. Accepted authority much easier, less crying
4. Expressed themselves more freely and more frequently.
5. Coordination improved.
6. Took pride in their appearance, clean faces and combed hair.
7. Learned to appreciate good behavior.
8. Attention span lengthened.
9. Were more observant.
10. Better table and classroom manners.
11. Learned to play in groups, jump rope, etc.
12. More use of the English language.

These changes were mainly brought about by the fact that these children had the opportunity to be together with other children at work as well as at play in this type of atmosphere under the guidance of trained teachers and teacher-aides. By the teachers showing an appreciation of all the childrens' efforts, giving the children an opportunity to express themselves in front of the others, (children as well as adults), and showering them with love and affection was something entirely new in dealing with adults for many of them and they learned how to pay it back with a new smile for life.

Many of these changes were somewhat hindered by the teacher's insufficient knowledge of the objectives and activities for this age level and also the older children coming to bother their brothers or sisters in the classes.

V. PERSONNEL

A. Teacher-aides

The teacher-aides were indispensable in all routine chores of the classroom and also in giving of attention and love to children the teacher couldn't get to at a particular moment. Without the aides the teacher would have been wasting precious time, teaching-time, and the children would have been the great losers.

The aides could have been of more assistance if they were to develop more self initiative in performing routine and obvious duties in the classroom.

B. Community Interviewers

The community interviewers assisted the teachers by providing a better link between the teacher and the parents. They would contact the parents concerning a child's personal problems, health problems, and absences.

The interviewers could have been of more assistance to the teachers by providing a more accurate history of each child; correct spelling of names, accurate names rather than nicknames, brothers and sisters, and an up-to-date health record. They should also be more available to the teachers, possibly one interviewer should be on hand at all times.

C. Consultants

The consultants were of an inestimable value to the teachers in planning and carrying out the program, but the teachers were handicapped in not knowing which consultants were available to them and when they could contact them. The teachers should have met with all the consultants before school began to plan activities and conferences. It would also have been of great value to the pupils, teacher-aides and the teachers if the consultants could have conducted some demonstration classes. It was also felt that there was a lack of understanding on the part of some of the consultants about these pre-school and migrant children.

VI. PERSONAL GROWTH

A. As a teacher

I have learned a great deal about pre-school children and their capabilities, to accept different activities for different children, to converse at their level, and "creative" noise became more bearable.

B. As a person

1. Gained more of an appreciation for migratory people and their problems.
2. Love for all people was increased because of my contact with these people.
3. Personal education has increased.
4. Gave and received much love from these children which I hope has helped them as much as it helped me to do a part for mankind.
5. Very rewarding.

VII. GENERAL RECOMMENDATIONS

1. Organize entire program at least two weeks in advance.
2. Full time director
3. Full time secretary
4. Full time interviewer (one at a time)
5. Only one teacher per aide. (aide should serve only one teacher).
6. More accurate data on enrollment sheet.
7. Group children for each room (age or learning capacity, too wide an age span).
8. Definite room for nurse and more supplies for her.
9. Private playground and equipment.
10. Transportation facilities should be increased.

Regular School

I. INSTRUCTIONAL PROGRAM

A. Teacher's Objectives:

1. To develop a wholesome self-concept and self-esteem.
2. Foster an appreciation of the Mexican culture.
3. Create a desire to be a permanent rather than a migrant member of the community.
4. Develop an understanding and an acceptance of the American culture.
5. Development of socially acceptable behavior, with growing adherence to set standards.
6. To develop a positive attitude toward school.

7. To develop the ability to communicate with children and adults in both the English and Spanish language.
8. To develop self-expression through the use of various media such as music, dancing, art, and writing.
9. To develop the ability to work and play cooperatively with others.
10. To develop an inquiring mind and the desire to explore and discover things for themselves.
11. To develop knowledge, understanding, and the skills in the different curriculum areas which the children needed in order to have a balance education.

B. The following factors contributed to the achievement of these objectives:

1. Teacher's love, acceptance, interest, and emotional involvement in their personal relationships with children.
2. Teacher's personal dedication to the program.
3. Wholesome inter-personal and professional relationship among all the people involved in the program.
4. Availability of instructional materials and their proper use.
5. Excellent classrooms and equipment.
6. Teacher's flexibility in working with children-- flexible grouping.
7. Wealth of experiences of children such as: field trips, contact with community helpers and resource people.
8. Individualized instruction.

C. Strengths of the program:

1. Employment of bilingual teachers.
2. Employment of teacher-aides, community interviewers, and Neighborhood Youth Corp girls whose Mexican-American background enables them to understand the emotional and social behavior of the children.

3. Rapport between the director and the staff.
4. Wholesome home-school relationship.
5. Parent and community desire for the program.
6. Small class loads.
7. Greater freedom of teachers to adjust the instructional program.

D. Weaknesses of the program:

1. No transportation provided causing children to come in at different times of the day.
2. Lack of playground facilities or lawn.
3. Part time secretary and part time director.

E. Recommendations to improve the program:

1. Objectives and tentative curriculum planned prior to the opening of school
2. Planning sessions at least two weeks prior to the opening of school.
3. Classrooms geared to meet the needs of different age levels.
4. Full time director.
5. Full time secretary.
6. Closer relationship between parents and teachers (home visits before school opens).
7. Meetings with parents and teachers in the classroom.
8. Duties and responsibilities defined for all staff members.
9. More field trips and enrichment experiences.
10. More science equipment.
11. More chalkboard and tackboard space.

II. SCHOOL PLANT

A. Factors contributing to the effectiveness of the program:

1. Air conditioning
2. Excellent lighting in the classrooms
3. Suitable furnishings
4. Cafeteria

B. Physical features of the plan that hindered the program:

1. Lack of water and toilet facilities.
2. No school playground or playground equipment.
3. Insufficient amount of shelving space.
4. Improper location of school buildings in campsite.
5. Poor lighting of grounds.

III. SUPPLIES AND EQUIPMENT

It was found that all of the consumable supplies furnished for the regular school were adequate except that more art and craft materials should be available for the upper grades.

There must definitely be more 16mm and 35mm projectors and more tape recorders.

Following is a list of curriculum materials to provide a better program:

1. Stories in Spanish narrated by Ceasar Romero; Laguna Beach Company.
2. Remedial Reading Kits; Dewey
3. SRA Reading Lab
4. More pictorial materials
5. English workbooks
6. High interest, easy vocabulary ungraded reading material
7. Albums of Broadway shows for teaching music (Mary Poppins, The Sound of Music, etc.)

IV. STUDENT POPULATION

During the first few weeks of the program the children were very shy and introverted. They were very reluctant to express opinions or ideas, or ask questions about their studies or anything around them. They were clean and neat and had great respect for the teacher. They were anxious to do well and very

enthusiastic. They were diligent in their studies and eager to learn. Due to the transportation problem the attendance wasn't as regular as one might expect it to be in a regular school but these children would come whenever it was possible for their parents to bring them to school.

During the course of the session the following changes were observed by the teachers:

1. They became more willing to express themselves before the group.
2. They became more relaxed in the classroom.
3. Took pride in doing their very best.
4. Became more concerned of their personal appearance, as well as of written work.
5. Developed better language skills.
6. Demonstrated better self-control.
7. Attention span lengthened.

These changes were brought about by the following facts:

1. The children feeling that the teachers accepted them as they were.
2. Praise of efforts.
3. Emphasis on an orderly, yet decorative and attractive room environment. Cleaning of desk tops regularly, keeping shelves neat.
4. Neat arrangement of written work.
5. Relationship between pupils and teachers.
6. Respecting others ideas.
7. Flexible scheduling.

Changes were greatly inhibited by the odd hours of arrival and departure on the part of many children. This also caused a class disturbance when students were coming and going at all hours of the session.

V. PERSONNEL

A. Teacher-Aide

The teacher-aides provided a communication link between the home and the school. They enabled the teacher to have some contact with parents whom they could not see personally. The aides worked with small groups of children, mainly with non-English speakers. They helped in preparation of materials and paper work, attendance, etc., operated audio-visual equipment.

The aides displayed a lack of self-confidence and self-initiative which in part must have been the teachers fault in that we might have expected them to know just exactly what and when to do certain things. We should have made them feel more like our partners.

The aides need to learn to read stories in both the Spanish and English language with more of a dramatic quality.

B. Community Interviewers

The community interviewers assisted the teachers by providing a better link between the teacher and the parents. They would contact the parents concerning a child's personal problems, health problems, and absences.

The interviewers should have gotten started earlier on their jobs so that the information they gathered would have been available to the teachers earlier in the session.

C. Consultants

The consultants were of great value to the teachers in planning and carrying out a realistic curriculum, but some of the teachers didn't know all of the consultants available to the school. The consultants should have taught some demonstration classes. They should also visit the class and give suggestions based on what they had just observed rather than giving suggestions without a complete knowledge of the children and circumstances involved.

D. Administration

The administration was exceedingly helpful and understanding. He displayed an excellent attitude and wonderful encouragement of our efforts. He should have had more time to set the school up so that the first week wouldn't have been confusing.

VI. PERSONAL GROWTH

A. As a teacher

The following statements are taken verbatim from the teachers evaluation forms:

1. I have become more skillful at adapting situations to the learners so as to make lessons valuable and still interesting; that is, to teach a primary lesson at 8th grade interest level.

2. Increased my competence as an elementary school teacher. I feel I can do an adequate and good job in dealing with minority children's problems in a classroom.
3. In my regular job I am now starting a "Bilingual Club" and my experience at the Migratory School is an invaluable aid in handling this club.
4. I was able to try many new techniques. Thus, I learned which were good ones and which were not.
5. I can understand the attitudes and behaviors of the children better, now that I know about their living conditions and their environment. Also I know that if these people are given the opportunity, they will take advantage of it and be very grateful for what one does for them.

B. As a person

The following statements are taken verbatim from the teachers evaluation forms.

1. I felt proud to be lucky enough to be a part of this project.
2. Giving of one's self is certainly growth. I felt good that I was able to give to these children a positive attitude about school.
3. I felt that it was a wonderful experience to accept the challenge at this school.
4. I have become more tolerant and more anxious to find the good in people than to see the obvious faults. I realize more than ever that any fool can see people's faults and that it sometimes requires some skill to see the good in them.
5. More tolerance of the underprivileged; More appreciation of Mexican culture. Growth in the language.

VII. GENERAL RECOMMENDATIONS

1. Organize the entire program at least two weeks in advance.
2. Full time director
3. Full time secretary

4. Provide transportation to and from other camps.
5. Establish better traffic of audio-visual materials between the school and the audio-visual department.
6. A more adequate physical plant; lawn, playground equipment, and a more centrally located cafeteria and office.
7. Water and washing facilities in each classroom.
8. Only one teacher per aide (aide should serve only one teacher).

TEACHING STAFF (Sub-Professional)

Child Care Center Matrons:

The evaluation of the program as given in this section of the report is a direct result of evaluation meetings held with the staff of the Child Care Center.

I. School Plant

(Strengths)

1. The rooms were large enough for active play for the number of children enrolled.
2. The lighting, ventilation, cooling systems were satisfactory.
3. The cleaning of this center was made easy because of the type of flooring and wall board used.
4. The general furniture was adequate and well chosen. Certain additions to this furniture would be desirable.

(Weaknesses)

1. Water and sinks are needed in each center.
2. There is a need for the lavatory facilities to be within the center.
3. A ramp or walk-way should be provided for the doors of the center instead of steps to each door.
4. Additional cabinets and shelving were needed in the center.
5. It would be advantageous to have a separate, fenced play area for the children in the child care center.
6. A sand box would have been most useful.
7. The furniture inventory should be expanded to include the following:
 - a. A crib
 - b. Two rocking chairs
 - c. A basinette
 - d. Three small stools

II. Equipment and Supplies:

(Strengths)

1. The toys selected were excellent for the mobile child. Some items could be included for the very young, non-mobile children.
2. Staff furniture was most satisfactory.
3. The toys and other equipment were easily cleaned.

(Weaknesses)

1. The following items would have been very useful had they been available:
 - a. Clothes washer & dryer
 - b. Recordings
 - c. Disposable diapers
 - d. Clothing allowance
 - e. Crib blankets
 - f. Hot plate & bottle sterilizer
 - g. Oval throw rugs
 - h. Marking pen for clothing
 - i. Strollers & wagons
 - j. Small kitchen mops
 - k. Towels & wash cloths
 - l. Baby food
 - m. Stuffed toys (washable)
 - n. Band-aids

III. Parents' Comments:

The child care matrons indicated that they had heard only very favorable comments from the parents regarding the operation of the child care center. The steady enrollment of children in this center would tend to indicate that this was a most valuable service.

The child care matrons indicated that there was a real need for Parent Education meetings for those parents with children in the center. Many health problems partially solved in the center were neglected by the parents in the homes. Also parents would tend to want to bring even their ill children to the center. An informal survey of mothers of children in the child care center indicated that they would favor such meetings and assistance.

IV. Recommendations:

1. That the same basic program of child care be continued during the 1966 harvest season.
2. That additional staff in the form of one additional matron and one additional aide be included in the 1966 budget. This will permit the hours for the center to be extended without undue hardship on the present staff.
3. That the child care center be ready for operation when the first families begin to arrive in the migrant laborer's camp.
4. That provisions be made for the care of very small children during the 1966 harvest season.
5. That additional efforts be made to include an extensive parent training program in the fields of health and home child care during the next operation year.

TEACHER AIDES

The following responses were taken directly from the evaluation form distributed to the teacher-aides at the close of the 1965 program.

A. Ways in which we assisted the teachers.

1. Taking care of children before teachers arrived (free play and work for the children).
2. Reading stories (English and Spanish).
3. Help with audio-visual materials and equipment.
4. Individual and group work (guide these activities).
5. Decorate bulletin boards.
6. Make audio-visual aids (flash cards).

B. The aides could have been of more assistance to the teacher in the following ways.

1. Have pre-planning sessions with the teachers before school opened.
2. Meet with teachers before and after class.
3. More cooperative planning with the teacher.
4. Aides have a set of lesson plans.
5. More varied experiences.
6. More individualized work, especially with remedial cases.

C. The teachers could have been of more assistance to the aides by:

1. Not relying quite as much upon the aides to carry to load.
2. Giving the aides more guidance as to what they wanted done.
3. Involving the aides more in the planning of the program.
4. Instructing the aides in the subject matter.

D. The administration assisted the aides in the following ways:

1. Outlining their duties.
2. Assisting in supplying instructional materials.
3. Maintaining working relationships between staff members.
4. In general control of school grounds.

E. The administration could have been of more assistance in the following ways:

1. Full time administrator is needed.
2. Organization and schedule of duties.
3. More selective in assigning personnel.

F. The aides gained by the workshops conducted by personnel from the County Schools Office in the following way:

1. Learned to use appropriate materials for proper instruction.
2. Learned how to operate audio-visual equipment.
3. Found they need more definite help in art education by grade levels.

G. Ways in which the general consultant helped in the aide's work:

1. Planned duties in the classroom
2. Supplied materials.
3. Helped in the use of certain materials
4. Planned program for individual children
5. Demonstrated lesson.
6. Organizing children's activities.
7. Ideas for working with non-English speaking children.

H. Ways in which the general consultant could have been of more assistance to the aides:

1. Meeting with the aides prior to the opening of school.
2. More individual meeting with aides away from the children.
3. More time with the aides.

I. How the aides personally benefited from the program:

1. Desire to know more about teaching
2. Increased understanding of children
3. Knowledge of what I could give of myself
4. Love of children
5. Improvement of languages
6. Personal satisfaction
7. How to work with children.

J. General recommendations:

1. Assist only one teacher
2. More definite or stable class enrollments
3. More definite hours and enrollment periods
4. Grouping in adult classes
5. Provision for transportation
6. Playground equipment
7. More science equipment
8. More Spanish books (pleasure)
9. More training for N.Y.C. girls
10. Library facilities
11. Organize in non-English speaking classes
12. Bell system
13. Give away some books so that children can take them with them
14. Water facilities
15. Full time director

COMMUNITY AIDES (Interviewers)

I. Functions of Community-Aides:

1. Telling about the importance of the educational program and the advantages in attendance for both adults and children.
2. Providing information on school health program.
3. Providing information on the objectives and techniques in use for the school.
4. Explaining the program of self-improvement and the assistance available to migrant farm laborer's families through the operation of the educational program and through other county agencies.
5. Functioning as a liason between the school personnel and the adults in the farm labor camps.
6. Check on absences of children.
7. Determining the factors of dissatisfaction among the parents and the children with respect to the operation of the educational program for migrant farm laborers and their families.
8. To assist in making the parents and the children feel welcome in the program.
9. Discussing, with parents, factors of behavior among their children in the school which were not satisfactory.
10. Providing information on the need for clothing and distributing this clothing to those in need.
11. Providing special information on children with respect to unique personality problems and particular educational needs.
12. Serving as the department to distribute information on schedule changes and other administrative information from the school to the parents in the community.

II. Observed Information on the Homes of Some Migrant Families:

(The following information was collected to indicate the needs with regard to housing for some of the families of the migrant laborers.)

1. In some instances there were families with eight children living in homes with only three beds.
2. Homes were not provided with mirrors or clocks.
3. Kitchens in some of the homes were small and frequently inadequate.
4. Most homes were without water.
5. Many of the families did not have sufficient clothing to clothe all members of the family.
6. Many of the homes did not have screening for insects.
7. Most of the homes used oil or wood cooking stoves.
8. Community showers and washing facilities were common.
9. Most of the homes were not properly ventilated.

Special attention was called by the Community-Aides to the higher quality of housing for the families of migrant farm laborers found in the California Packing Corporation communities. Most of the foregoing comments did not apply to these camps.

III. Special Problems of Community-Aides Functions:

The following comments are listed to denote the kinds of difficulties which community-aides encountered when trying to get parents and children into the project program.

1. Lack of transportation from one of the distant camps to the school location.
2. Lack of interest on the part of some parents (never on the part of the children).
3. Lack of sufficient clothing for the children to wear to school.
4. Lack of sufficient contact or numbers of contacts with community-aides with certain families. One or two visits was not enough.

IV. Comments Collected by Community-Aides Regarding the Educational Program:

The following comments were collected from parents by the Community-Aides as they performed their regular functions.

1. We will be returning to work in these harvest fields next year because our children can attend the school.
2. The help which you gave to parents in caring for children will be good in our homes.
3. We will stay in Merced County through the winter because the children like to go to school here.
4. This is the first place we have gone where people have been interested in helping us.
5. Our children now have a real interest in school and want to continue.

See letter immediately attached.

V. Recommendations:

1. That the number of community-aides be increased by at least one (two if possible) in order to make more frequent visits next year.
2. That more adequate methods of keeping records be established.

9.10/65

C. C. Director y Profesorado
Escuela Campo Once C. P. C.
Planada Calif.

Manifestamos nuestros agrada-
cimientos a todos vds. por su valio-
so entusiasmo, al desarrollo Cultural
de nosotros.

En el idioma ingles. Nos vamos muy agradecidos
y si Dios lo permite al Año proximo nos veremos
Sinceramente

Geo. Zaragoza
Lazaro Sierra
Felipe Vasquez
Julian Marias
Victor Apodaca

Director and Professor
of the school in Camp C.P.C.
Plana da Calif.

We manifest our sincere
appreciation to all of you.
For your valuable
enthusiasm for our cultural
achievement in the english
language.

We depart very
grateful, and if it is the
will of God we will see
you next year.

Sincerely

Enco Faragoza
Lazaro Sierra
Felipe Vasquez
Julian Macias
Victor Apedaca

SCHOOL NURSE

I. Health Program

A. Objectives:

1. Health Education including the school and the homes.
2. Treating and referring the known health problems.
3. Vision and hearing testing.
4. Immunization.
5. Physical examinations.

B. Problems encountered in achieving these goals:

1. Brevity of the program.
2. Inadequate facilities and supplies on hand.
3. Inadequate information on survey reports.
4. Inadequate records and filing system.
5. Uncooperative staff (non-professional-community aides and child-care matrons)
6. Lack of full time supervision or administration.

C. Objectives that should have been integrated into the program:

1. Classroom general health program (sanitation, personal cleanliness, contagious and infectious diseases, etc.)
2. Adult health education of staff (non-professional), and camp families.
3. Immunization
4. Child care center supervision and health education.
5. Cafeteria supervision and health education..sanitation, diet planning.

D. Problems making it impossible to carry out the objectives:

1. No pre-planned health program.
2. Lack of full time director.
3. Incomplete records - survey reports and registration forms.
4. Health program's late starting date.
5. Lack of pre-planned schedule.

II. Supplies:

A. What medical supplies did you have on hand or use?

1. None on hand.
2. Used - alcohol, tongue blades, cotton balls, adhesive tape, band-aid, sterile gauze pads, roller bandage, q-tips, phsiohex, D.D.T. powder, spectrocin, bactine, thermometers, scales, cough syrup, aspirin

B. Give a complete list of all medical supplies you should have had?

1. See A-2.

III. Personnel

A. In what ways were the aides of value to you?

1. Interpreters
2. Assisted with students for examinations and testing.

B. In what ways could they have been of more assistance to you?

1. More knowledgeable and respect and appreciation for aims and purposes of the complete program.
2. Ability to write, spell and record precisely!
3. More congenial, courteous.

C. Of what value was the administration to you and in what ways could the administration have been of more value to the program?

1. The administration was invaluable in assisting with program planning and as a liaison with staff, students, and families. (as time permitted!)
2. More value to the program by the administrator can be rendered with more time for supervision, observation of the program personnel and assisting all in executing the aims and purposes of the program.

IV. Medical Recommendations

1. Nursing office, cot, sheets, blankets; scales, medical supplies, with running water - near business office for access to files - at least 20 feet long for vision testing.
2. Nurse employed at least two weeks before school starts.
 - a. Plan health program.
 - b. Plan immunization clinic.
 - c. Plan hearing testing - before public schools starts.
 - d. Early detection of health problems allows for follow-up.

3. Physical examinations - for all students if possible.
4. Immunization program with T.B. testing or mobile unit.
5. Vision and hearing testing.
6. Follow-up program.
7. Teaching health program - students (4th-8th) and non-professional staff.
8. Supervision of child care center.
9. Supervision of cafeteria (cleanliness, sanitation, diet planning).
10. Cribs (2) in child care center.
Running water.
Disposable diapers or diaper service.
Disposable bottles.
Baby blankets.
11. List of all assisting agencies-food, clothing, bedding, clinic, County Hospital, Public Health Department, etc.

V. Non-Medical Recommendations Based on Your Observations:

1. Full time administration.
2. More complete understanding of the program's aims and objectives for all.
3. Revision of survey forms.
4. Staff screening - over staffed - N.Y.C.s?
5. Bi-lingual teacher (or equivalent), preferably male to accompany surveyers on interviews.
6. Food waste.
7. Poor food management and diet planning.
8. Child care center personnel incapable.
- ✓ 9. More efficient secretary.
10. Running water in pre-school preferable with toilets.
11. Staff lavatory.
12. Infirmary housing.
13. Survey forms - revision:
Children names at top - due to mixed families
Last name first.
Space for immunization record.
Space for brief family history - preg.mother disorders--teeth, eyes, frequent colds, ears, etc.
All family members must be included.

The following are some special health problems discovered by the project nurse. Because they represent the seriousness of the need for medical services, they are included in this report.

1. Lizzie was receiving her physical examination and appeared to be a healthy little girl though very shy and reserved.

The Doctor observed the innumerable scars on her legs and arms and two very suspicious suppurative lesions on the right forearm.

The Doctor, who could speak and understand Spanish, determined the leg and some of the arm scars were from mosquito bites and that other scars and the two lesions were cigarette burns inflicted by the step-father and mother when they were angry with her.

The recent child maltreatment law requires the Doctor to report all suspected cases immediately. This the Doctor did and the Sheriff's Department responded with equal speed.

The lesions healed rapidly. The home conditions changed drastically for a very different little girl developed in the remaining weeks. She was no longer shy and retiring but gay, warm, responsive and participated in all the activities.

2. This family of six arrived three weeks after school started. The four year old was enrolled in pre-school and the three, two, and one year olds were entered in the child care center.

The six months pregnant mother was attempting to work a few hours each morning and afternoon.

The year old baby developed diarrhea and had an upper respiratory infection with possibility of both ears suppurative.

The first home visited revealed their many needs. Their cabin was bare, no food, no bedding, no clothing and only three cots. Inasmuch as this was Friday and pay day, they would be able to get food, arrangements were immediately made with C.P.C. for additional cots and blankets on a loan basis, clothing was provided from our used clothing collections.

The next home visit was to arrange for clinic appointments for the sick baby and anti-partum care of the mother.

The mother had never had pre or post natal care and was deeply appreciative and grateful of our concern for her child and herself.

The physical examination, at the clinic, determined both of the babies ears infected, and evidence of malnutrition, medication was given.

Due to the uncertainty of the continuing work, the family left before we could report the laboratory findings for the mother.

3. What to do with Reglio? He is almost four years old and has been in pre-school. The teacher has determined he belongs in the child care center inasmuch as he is not toilet trained and will not or cannot participate. Child care cannot give individualized attention and he mistreats the smaller children. He is filthy and has an upper respiratory infection.

The observations during the first home visit were, filth and upper respiratory infections in the two smaller children. The recommendations were, clinic appointments for the three children, cleanliness with frequent bathing, fully clothing the children for the duration of their infection, more sleep and liquids.

Apparently due to our concern for their well-being the mother disclosed her and the infants previous ill health and hospitalization in Washington, while there to work in the strawberries. They had upper respiratory infections and intestinal disorders, the baby with pneumonia. After lengthy discussion, the mother revealed a letter from the Doctor at the Washington hospital. His advise was immediate attention at their next work stop for the baby was a T.B. suspect.

We made arrangements for the childrens care at the center and transportation with another camp resident, due to the father's absence for a week working elsewhere, and the clinic appointments were kept.

The x-ray came back negative for the baby. Instructions were given for the medication perscribed.

These were the observations in the following frequent home visits: upper respiratory infections much improved, filth (bodies and cabin) 100% improved, pediculosis cleared, a proud mother of her accomplishments.

4. In the first classroom visit after the 4:30 P.M. school session started the teacher reported a student with a sore foot.

Examination revealed an edematous condition in foot and ankle, two large pustules on instep, deep suppurative fissures under each toe.

The condition was considered acute and the child taken home.

His parents were working. They had come in earlier to get their children bathed and off to school. They returned at dusk and an explanation of the urgency in their son's immediate need for medical attention was given. They agreed to take him that night to the emergency at the County Hospital for they had no family doctor.

He was out of school one week and during the home visits it was determined he was improving but not satisfactorily. The family was advised to take the patient to the local, once a week County Hospital conducted, clinic for further medical advise.

This family of eight were living in one room, with cold running water, one light globe, fly and mosquito infested, and oiled dirt road for children's play area.

The orders for four times daily, foot soaks, and other medications for a mother who worked from 6:00 A.M. to 6:00 P.M. were impossible to carry out. It was very painful to wear a too small shoe on a badly swollen foot and to remove a sock that was adhered to all the draining areas so the boy elected to go barefoot whenever possible, thus impairing the progress of healing.

Despite all the handicaps he was showing improvement but school was over and the crop work finished. Our fervent hope is for his complete recovery.

Some time, some place, this boy and an older brother may find someone who will have the time to have their cleft lips with possible palate involvement attended to.

The following general comments sum up the project nurse's feelings about this project.

Five short weeks ago the migratory school was only something I had read about. Now I know more about it's place in our society, it's needs, and our responsibilities to it here and where ever the migratory school is needed.

My work as the school nurse has been rewarding, frustrating, and complex. It has afforded me the opportunity of making many new acquaintances and I hope friends. I will be always grateful for the experience and hopeful I may one day again be of service to the program.

In the interim I will be wondering if Ermedina got her glasses so badly needed, little Ruben got back to Arizona without complications from his infected finger, where my baby with the draining ears and his six months pregnant mother who couldn't stay long enough for a lab report on her first Doctor's check-up are, etc., etc., etc.

DESCRIPTION OF SCHOOL PLANT

The site selected for the school for migrant farm laborers and their families was at camp #11 in the California Packing Corporation ranches near the City of Planada. The location within the camp grounds was through the courtesy of the California Packing Corporation and proved to be most adequate.

Eight mobile classrooms composed of eleven 10 x 60 foot mobile trailer units were located on this site. In addition, one 10 x 60 foot trailer unit was located and remodeled to serve as the kitchen and cafeteria for the pre-school and child care center operation.

Each of the classrooms and the kitchen-cafeteria units were fully equipped for classroom use and included lighting and air-conditioning units.

The buildings selected for use in this program were rented from Mobile Rentals Corporation, the corporation providing the facilities for the 1964 pilot project.

It was necessary to remove sections of the chain-link fencing from the existing site and extend the size of the grounds at camp #11 to accommodate the school buildings. This change, coupled with the costs of adding additional electric service, was a serious drain on the reserves of funds allotted for this project.

When projecting the project into the 1966 harvest season, the authors of this project have plans for the building and equipping of a limited playground area for the pre-school and child care center children. This area would provide for out-of-doors play without interference from the older children or danger from the traffic in the campsite.

In addition, consideration will be given for the inclusion of water facilities in the pre-school and child care center buildings. This proved to be a serious handicap to the activities during the 1965 operation.

A photographic review of the school plant and instructional activities in the school is provided in this report for a visual evaluation.

MIGRANT SCHOOL BUDGET REPORT

Period Ending: December 31, 1965

		Budget	Unencumbered Balance
COMPONENT #1	Personnel	30,450.00	-0-
	Consultants	1,200.00	-0-
	Other costs	2,700.00	500.00
COMPONENT #2	Personnel	3,132.00	-0-
	Contract Services-Food	624.00	250.00
	Other costs	3,774.00	2,078.00
COMPONENT #3	Personnel	4,417.00	251.00
	Contract Services-Food	724.00	331.00
	Other costs	2,319.00	946.00
COMPONENT #4	Personnel	3,534.00	-0-
	Other costs	613.00	-0-
COMPONENT #5	Personnel	13,116.00	5,244.00
	Consultants	730.00	-0-
	Travel	1,255.00	-0-
	Space Costs-Utilities	300.00	268.00
	Other Costs	1,455.00	-0-
COMPONENT #6	Contract Services	1,358.00	705.00
	Space Costs	17,121.00	2,405.00
	Other Costs	5,860.00	397.00
TOTALS		94,682.00	13,375.00

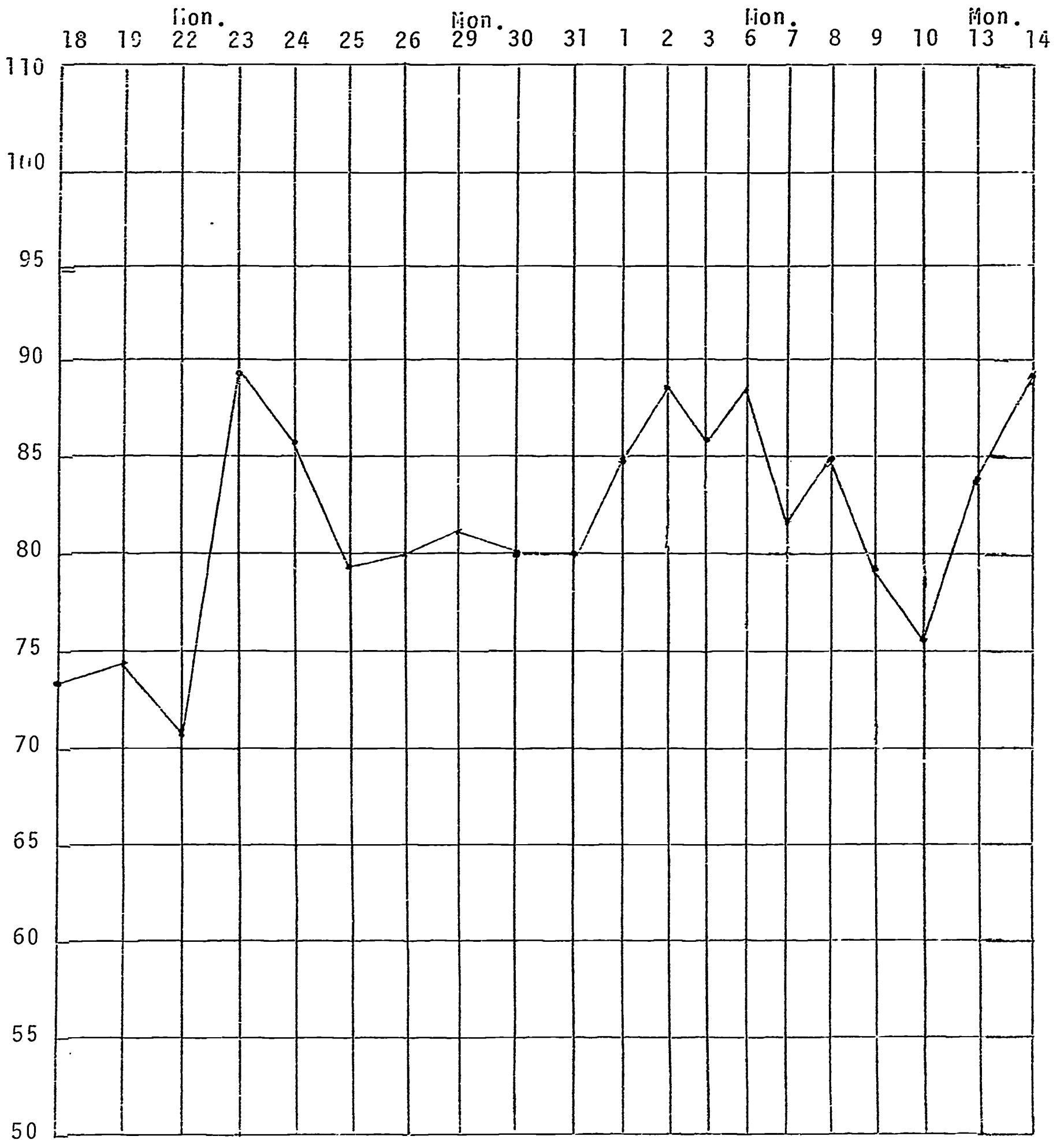
ATTENDANCE RECORDS OF STUDENTS ENROLLED
IN SCHOOL FOR MIGRANT CHILDREN

APPENDIX I

ATTENDANCE OF STUDENTS IN THE MIGRANT PROJECT

August

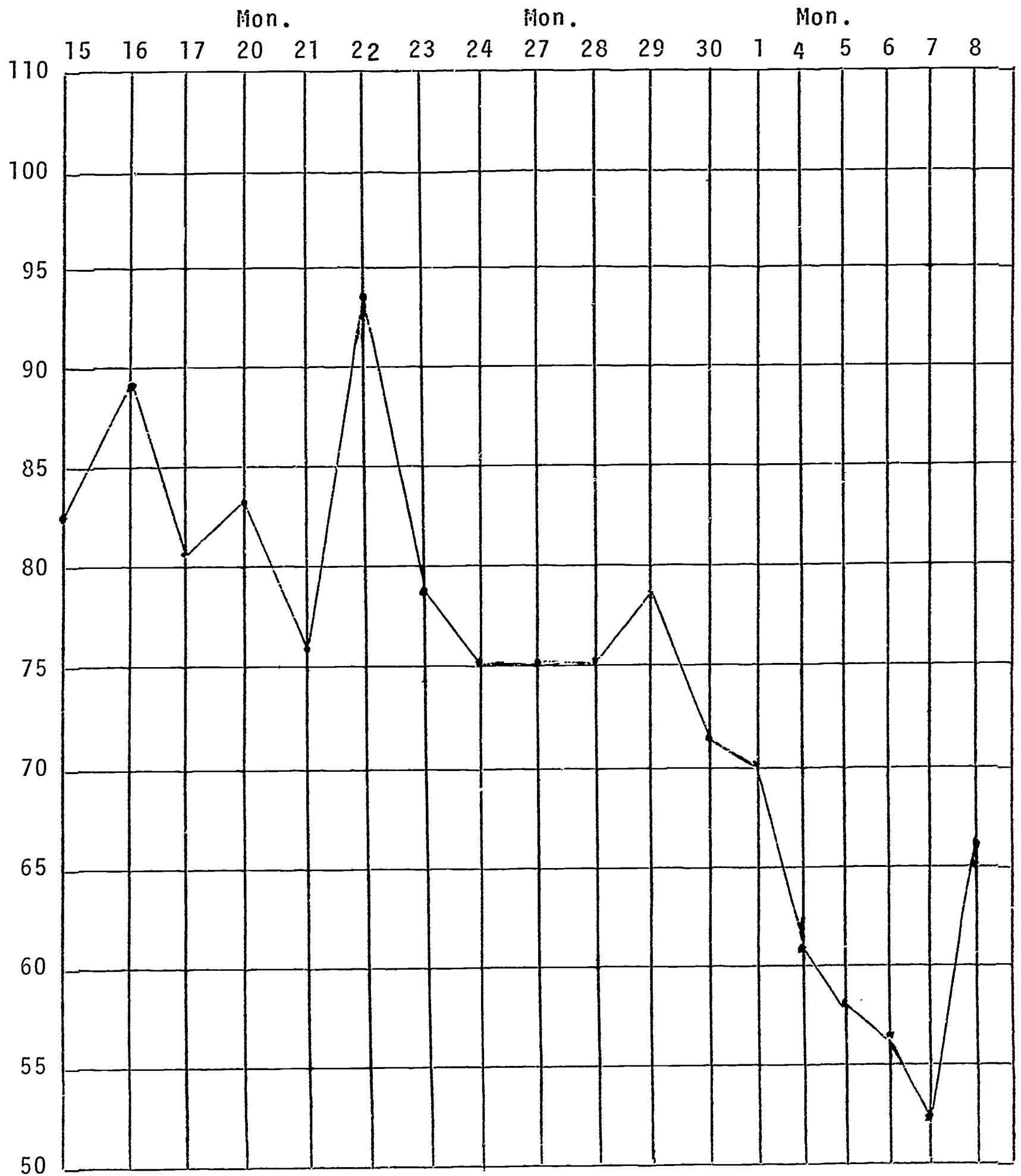
September



Attendance of Students in the Migrant Project - cont'd.

September

October



FOLLOW-UP ON STUDENTS

Each student was given post cards to give to the next school upon entry. These cards were returned to Merced for the cumulative records on students enrolled in the Migrant Project. The following information indicates the early returns on these students and shows something of their movement.

<u>Student</u>	<u>School</u>
Evangelina Hernandez	Ada Givens School, Merced, Calif.
Ester Hernandez	" " " " "
Alice Hernandez	" " " " "
Rosana Palacio	" " " " "
Bruno Palacio	" " " " "
Mary Grace Palacio	" " " " "
Javier Gonzales	" " " " "
Antonio Gonzales	" " " " "
Maria Pruneda	Galen Clark School, Merced, Calif.
Ernesto Pruneda	" " " " "
Conardo Pruneda	" " " " "
Ida Garcia	Houston School, Acampo, Calif.
Lydia Gonzalez	" " " " "
Juventino Gonzales	" " " " "
Lucilia Gonzales	" " " " "
Mario Leos	Bakersfield High School, 1241 G St.
Juanita Leos	Bakersfield, California
Aurora Leos	Emerson School
Amelia Leos	801 4th Street
Maria Leos	Bakersfield, California
Robert Salinas	Sierra Union High School
Jose Salinas	3017 Center Street, Bakersfield
Jennie Montoya	North Park Jr. High
	4450 S. Durfee Ave.,
	Pico Rivera, California
Patricia Montoya	North Ranchito
	8837 E. Olympic Blvd.
	Pico Riveria, California
Martha Elva Gonzalez	Riverdale Elem. School
Manuel Gonzalez	Box 338
Roel Gonzalez	

PHOTOGRAPHIC REVIEW

APPENDIX II





A PROGRAM FOR MIGRANT FARM LABORERS
AND THEIR FAMILIES

Student Information
Forms

APPENDIX III

MIGRATORY SCHOOL SURVEY

Father _____

Number of Children _____

Address _____

Where do you live permanently? _____

When do you plan on going home? _____

What type of work do you do there? _____

Do you plan on staying here permanently? _____

What is your reaction to the school? _____

What could we do to improve the school? _____

INFORMATION ON SCHOOL FOR CHILDREN OF
MIGRANT WORKERS AND ADULT EDUCATION

AIMS AND OBJECTIVES OF EDUCATIONALLY ORIENTED PROGRAMS FOR MIGRANT
FAMILIES:

1. To provide educational opportunities for migratory worker's children.
 - a. Minimum curriculum in basic communication skills such as reading, writing and speaking English and arithmetic.
 - b. Enrichment of cultural opportunities.
2. Provide an individualized educational program for migratory children.
3. Develop a specialized educational program for Spanish-speaking migrant children.
4. Plan a central clearing house for school records in each migrant stream.
5. Provide textbooks and library books with high interest and proper reading levels.
6. To provide classes of reduced size (not more than 20 students) in order that attention may be given to individualized instruction. Expand the migratory school, operating in the Weaver School District, to other migrant farm worker camps in Merced County.
7. Initiate efforts to establish inter-state agreements on educational programs for migrant children.
8. Develop a system of providing the families of migrant children with a resume of the course work completed so that subsequent migrant school teachers may begin the child's further training at his point of readiness. This provision focuses on the continuity of educational programs intra-state and inter-state.
9. Standardized pupil personnel records of migrant school children so that the information will be helpful whenever the youngster re-enters school.
10. Study secondary school opportunities available to migrant youth, problems of dropouts, and programs with successful holding power.
11. Expand the involvement of the families of migrant children in their educational efforts with particular emphasis on health, cleanliness, foods, and vocational instruction. This was done in the Weaver Migratory School.

12. As soon as migratory youngsters reach a point of readiness to be assimilated into the classrooms of the regular school district, they will be encouraged to transfer into the program. Teachers in the migratory school, as it closes upon completion of the harvest, will be utilized in the regular district schools to provide remedial instruction for migratory school children as needed.

1. Oral English - Vocabulary building, readiness, experiences, dramatic play, verbalizing about things, field trips.
2. Reading and writing - Emphasis on stories told and read to class, extensive use of experience charts developed by teacher and class, flash cards and other reading manipulative devices, spelling, language approach to reading.
3. Teaching English as a Second Language to Spanish Speaking Students - Single English books, teacher stories, physical facilities for language.
4. Arithmetic - Concrete objects, English concepts of arithmetic, emphasis on practical computation, as in the use of money when purchasing goods.
5. Creative Arts and Crafts - Introduction to English culture, music and songs and singing, communicating through the arts.
6. Social Studies - Developing knowledge of characteristics of the English culture, participation in English cultural activities, follow the State of California framework and making specific applications to the Mexican-American child, citizenship education.
7. Science - Appreciation of scientific method, utilization of science in life, replacement of superstition with scientific understanding.
8. Health - Proper health habits and attitudes for people in migratory environment, demonstrations, suitable nutrition requirements of human.
9. Physical Education - English culture games and activities.
10. Correct Spanish - Spanish vocabulary - development.

DESCRIPTION OF THE INTENT OF THE CHILD CARE PROGRAM:

It is proposed that a child care center be established in the migrant community for the express purpose of caring for the very young children during the hours when the parents will be working in the fields or during those hours when the parents will be attending the proposed adult literacy program as described in a subsequent section of this total proposal.

The child care center envisioned under this proposal will be under the direction of adequately trained adults employed expressly for the purpose of caring for these children. Aside from caring for the physical well-being of the children in the center, these adults will provide basic instruction needed by the one and two-year old children, particularly in the early beginnings of the English language. The major purpose of the child care center will be to provide a wholesome atmosphere in which the very young children can be supervised in an activity-learning situation, while freeing parents to work in the harvest fields.

IMPLEMENTATION OF THE PROGRAM

The child care center will be opened early in the morning at a time which coincided with the time when parents must leave for work in the fields. The children will be kept in the center throughout the day until such a time as the parents return from the fields. This generally is about four o'clock in the afternoon.

The children will be under the direction of a child care center matron during their hours in the center. This matron will be selected and employed from the Mexican-American community of the City of Planada and shall receive training to prepare her for this position through the Center for Community Development in Fresno, California.

A kitchen-cafeteria mobile unit will be provided for use in the child care center. Through the services of this unit, morning and afternoon snacks and an adequate hot lunch for the children in the center.

The classroom facilities used for the child care center will be a part of the same facilities used in the school for migrant children at the elementary level. In addition to the regular supervision and instruction provided for the children in the child care center, minor health services will be provided through the service of the public health nurse employed for this program.

AIMS AND OBJECTIVES OF THE PRE-SCHOOL CENTER:

The following list of objectives established for the pre-school center is not exhaustive, but rather, is meant to establish firmly the direction and nature of the instructional program of the years.

1. To provide an enriched and stimulating environment for young children, ages three to five years.
2. To develop vocabulary and other communication skills commensurate with those needed when entering the public schools system.
3. To develop number awareness.
4. To develop an appreciation for stories and poetry through informal listening activities.
5. To provide for an informal atmosphere in which young children can actively participate in a verbal environment.
6. To provide the opportunity for young children to express themselves creatively in a verbal atmosphere conducive to the learning of the English language.
7. To provide minimum health services and a balanced diet.
8. To provide a transitional program which will provide the necessary bridge from the home to the school.

DESCRIPTION OF PROPOSED PRE-SCHOOL EDUCATION CENTER FOR CHILDREN OF MIGRANT FARM LABORERS:

The program of language development, as intended in this proposal, will provide the maximum opportunities for children, ages 3 to 5 to experience language learnings. The opportunities will be provided in the following activities:

1. The teacher reading and discussing stories with the children.
2. Teacher lead discussions about events, objects, and plans.
3. Role playing in play activities (i.e. the store, house, school, a trip to town, etc.)
4. Rhythm games.
5. Listening to recordings.

6. Viewing films.
7. Taking field walks and discussing their observations.
8. Telling stories and talking about personal adventures.
9. Sharing, through discussion, experiences, desires, and wishes.
10. Drawing and painting pictures and talking about them.
11. Singing songs.
12. Planning and playing playground games.
13. Sharing experiences and meal time.
14. Planning and executing future programs in the center.
15. Problem solving in life situations.

These are but a few of the many language oriented experiences a well planned program in pre-school education can provide for the children enrolled in the pre-school center.

The pre-school center will be operated during the normal school-day hours for the duration of the harvest season when the migrant families are living in Camp Eleven.

Classes in the center will be under the direction of two (2) fully trained, credentialed teachers of pre-school education. Working with each of the teachers will be one teacher-community aide. The teacher-community aides will be selected and employed from the Mexican-American community of the City of Planada and shall receive special training to qualify them for this position through the School for Community Development in Fresno, California. All staff members, including teachers and teacher-community aides will be expected to be fully conversant with both the English and Spanish languages.

The staffing arrangement described in the previous paragraph permits an enrollment of from thirty to thirty-five students, when applying the ratio of one adult teacher-community aide to each group of eight children.

The pre-school center will operate from 9:00 in the morning until 3:00 in the afternoon. During this period of time there will be provisions for instruction, the noon meal, play time, and a rest period.

Provisions for the care of the children during the early morning hours and the hours after the close of the pre-school day, hours

when the parents and older members of the family are in the fields, the children of pre-school age will be cared for and supervised by the staff of the child care center referred to in section two (2) of this proposal.

AIMS AND OBJECTIVES OF THE ADULT LITERACY AND CITIZENSHIP EDUCATION PROGRAM:

In accord with the observations and conclusions previously stated, the following list of aims and objectives have been established for this program. In addition to the literacy and citizenship objectives established, certain other objectives have been selected and included in this program with the aim of generally improving the living standard of the migrant farm laborer and his family.

1. To provide adults with the basic education which will assist in over-coming primary language barriers in the speaking, reading, and writing of the English language.
2. Assist in developing a facility with functional or utilitarian arithmetic, particularly as it relates to monetary matters. (Example: A ~~Mexican-American~~ will buy one item at a time in a store because he is unable to compute the total cost of many items.)
3. Assist adults in gaining the skills required to complete such elementary documents as employment forms, voting registration, insurance forms, welfare forms, etc.
4. Assist adults in determining the quality and savings factors when buying food, clothing, and household materials.
5. Assist adults in home and family living skills (such as: balanced diet, food preparation, canning, child rearing, health education, sewing, etc.).
6. Assist adults in elementary maintenance skills as they relate to basic home repairs and improvement.

7
does not
have
enough
money
no
relation
to
culture

Although all of the objectives indicated in this proposal are of major importance to the well being of the migrant farm laborers, the primary objectives of this program are those listed in items one (1) and two (2) above.



IMPLEMENTING THE PROGRAM FOR THE MIGRANT FARM LABORERS
IN THE ADULT PROGRAM:

The program for adults in this community will be an evening program of three hours in duration, beginning at 6:30 P.M. and closing at 9:30 P.M. The classes for this program will be held in the cafeteria unit described in section six (6) of the total proposal. This facility not only provides the needed classroom space, but has the facilities necessary for instruction in the family living and home making skills.

Two (2) teachers of adult education will be employed for this program. Each of these teachers will be fully conversant with the Spanish and English languages and shall have had experiences which adequately prepare them for working with impoverished adults in a migrant community.

Assisting the two teachers employed for the adult program will be two teacher-community aides. These aides shall be employed from the Mexican-American community of the City of Planada and shall come from impoverished circumstances. The teacher-community aides shall have the responsibility for assisting the teacher in the classroom in those duties assigned, giving primary attention to freeing the teacher to work with small groups or provide individualized instruction, and shall be responsible for meeting with the adults in the community prior to the program for the purpose of encouraging and registering them for participation in the program. In addition, the teacher-community aides shall assist the professional staff in a continuous evaluation of the program. In this letter regard, the teacher-community aides will keep the teachers informed as to the degree to which the adults of the community feel that the school is meeting their needs.

Provision will be made for the care of the young children while their parents are attending the evening classes through the use of the child care center matrons as mentioned in section two (2) of this total proposal.

MIGRATORY SCHOOL

Father _____ Age _____

Mother _____ Age _____

Children _____ Age _____ Age _____

_____ Age _____ Age _____

_____ Age _____ Age _____

Address: _____

Does Father Work? _____

What Kind? _____

Does Mother Work? _____ What Kind? _____

Where do you live permanently? _____

How far did you go in school? What grade? _____

Mother 1__ 2__ 3__ 4__ 5__ 6__ more _____

Father 1__ 2__ 3__ 4__ 5__ 6__ more _____

Would you want to go to school (night) Yes _____ No _____

What subjects would you like to take: Reading _____ Writing _____
English _____ Arithmetic _____ Family Planning & Budget _____

What would you want your children to do when they grow up? _____

How far would you want them to go in school? _____ high school _____
_____ college _____.

Child care _____
Number of children _____

Pre-School _____
Number of children _____

Regular School _____
Number of children _____



Would you want your children to go to this school? Yes ___ No ___

What do you think about the schools in the communities where you go as you work? _____

What do you think the schools could do to improve in order to help the migrant children? _____

If your children go to this school, what do you want them to study or learn? _____

What hours are best for you to have the school open for your children? _____

Would you rather have your children go to school here in camp or to the regular school in Planada? _____

Do you plan to stay in our community? _____

Is there anything we should know about any of your children? _____

Fears _____

Special Foods _____

Special Medicine _____

If you could quit farm work, what kind of work would you like to do? _____

MIGRATORY SCHOOL
WEAVER UNION SCHOOL DISTRICT
3076 East Childs Ave.
Merced, California

August 16, 1965

Dear Superintendent:

The following students have attended the Weaver Migratory School:

If you wish to have information on these students, please return the bottom portion of this letter.

Sincerely yours,

DENNIS RISKEY
Director

DR/dj

Migratory School
Weaver Union School District
3076 East Childs Avenue
Merced, California

Attention: Attendance Clerk

The following pupils are now attending _____ school
at the following address _____
Please send cumulative folders.

Name	Birthdate	Grade
_____	_____	_____
_____	_____	_____
_____	_____	_____

MIGRATORY SCHOOL
WEAVER UNION SCHOOL DISTRICT
Merced, California

Name _____ Grade _____ Teacher _____

SCHOLASTIC RECORD:

Reading:

Arithmetic:

Language Arts: (Spelling, Writing, Oral & Written Expression)

Social Studies:

Others:

ATTITUDE & SOCIAL DEVELOPMENT:

PARENT RESPONSE TO CONFERENCES:

Attendance entire year:

Days Present _____

Days Absent _____

EVALUATIVE MODEL

APPENDIX IV

THE EVALUATIVE MODEL FOR
THE MERCED MIGRATORY SCHOOL

THE EVALUATION TEAM

Newton S. Metfessel	Principal Investigator
in conjunction with	
Marvin G. Grimes	Senior Research Associate
and	
Miles Metfessel	Research Associate
Jim Nivette	Research Associate

ACKNOWLEDGEMENTS

On behalf of the members of the evaluative staff, I should like to express our appreciation and professional respect for the outstanding liason and cooperation afforded to us in this research endeavor.

The staff recognizes that this report owes a great debt to the Merced County Schools Office.

Appreciation, as well, is here expressed to the Merced Migratory School staff who gave so freely of their valuable time and energy.

Newton S. Metfessel, Ph.D.
Principal Investigator

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS:

Merced Migratory School Program

The evaluative staff found that the Merced County personnel, the parents, the migratory school director and the Merced Migratory School staff were in general agreement as to the effectiveness of the Merced Migratory School Program and believed that it should be continued. The evaluation staff fully concurs.

Full cooperation and self-evaluation was afforded to the evaluating staff and the following recommendations should be thought of in context of areas of desirable growth and are not necessarily criticisms of the present program.

We recognize that the implementing of some of these recommendations will be difficult, both economically and physically, but we feel a need to bring attention to these important areas of the program.

1. Pre-service and in-service training.

Pre-service meetings (two weeks) are recommended which would focus on the objectives of the program and how each migratory school staff member is responsible for accomplishing those objectives.

Bi-monthly in-service meetings for the further development of the insights gained in the pre-service orientation would be helpful. The utilization of information obtained from the community aides would be an aid to help the migratory staff understand the nature of the community in which the school population live.

2. Statement of objectives and assumptions.

A restatement and modification of the objectives delineated earlier in this report appears to be needed each year. It is important that the major emphasis continue to be in the affective domain of educational objectives.

3. Vocational type training.

Information obtained on the survey indicated a strong desire by the school population to have some vocational type training. We recommend that vocation training be given consideration as part of the educational training program; e.g., carpentry and mechanics for the men and sewing and cooking for the women.

4. Business machines.

Interest was shown at the high school level to learn the use and operation of office equipment. Perhaps arrangements could be made to provide, as part of the education program, a class on the use and operation of the typewriter and adding machine.

5. Transportation.

School attendance has been limited due to the lack of transportation. Although many of the parents interviewed in the various camps indicated a willingness to send their children to the migratory school, lack of transportation seemed to discourage attendance at the migratory school. One of the camp sites in the attendance area is located 9 miles from the school. We recommend that a bus be provided to transport the pupils to and from the migratory school.

6. Evening meal.

We recommend that an evening meal be provided school age pupils on school days. This would help to hold the pupils and improve the attendance in the evening.

We suggest a thirty minute break at 6:00 p. m. for the meal. Additional cafeteria space would be required to accomodate the pupils.

11. Salary schedule.

We recommend that the teacher salary schedule be reviewed. In order to attract teachers for this school, they should receive the same salary as they received on their regular job.

12. High school specialist.

There is a need to have more funds allocated to provide specialists from the high school level to assist in the teaching program; e.g., science teachers.

13. Role of county office.

We strongly recommend that the county office should continue as the intermediate unit.

14. Sensory experiences.

There appears to be a need for more hand materials and movies in the school program.

15. Assistant director.

There should be a working assistant for the director to cover those periods of time when the director is away from the school; e.g., sickness and meetings.

16. Adult education.

We recommend that provisions be made to continue the adult education program for those workers who stay on.

Conclusion:

The evaluation team felt that the Merced Migratory School Program is fulfilling a need for the migratory children and has become a very important part of their lives.

We feel that the migratory school program is demonstrating that something can be done to ameliorate some of the most critical problems facing educators working with those from the culture of poverty.

THE DESIGN FOR EVALUATION OF THE MERCED COUNTY MIGRATORY SCHOOL

Objectives.

Objectives were developed for the migratory school program which would encompass the four major areas of human growth; namely, physical, social, emotional, and intellectual. Within each of these areas, specific developmental tasks appropriate to the age level of the participating subjects were selected with emphasis on those considerations which would also permit a congenial entrance into the regular school program.

The formal classification of objectives (Metfessel and Foster, 1964) is as follows:

- I. Perceptual-Motor: stressing the physical readiness of organism
in terms of neurological input-output functions
 - A. Body Image and differentiation of body parts
 - B. Laterality and eye-hand coordination
 - C. Space-world perception; reality centered observation skills
 - D. Form perception; part-whole, figure-ground
 - E. Sensory discrimination; tactile, auditory, visual, kinesthetic
 - F. Muscle coordination; large, small
 - G. Flexibility in motor control and ability to stop
 - H. Directionality and eye-hand coordination
- II. Social-Emotional: stressing the readiness of the organism in
terms of independence and interaction functions
 - A. Group participation and sharing skills
 - B. Socially acceptable means of channeling expression of feeling
 - C. Social interaction skills with adults and peers
 - D. Utilization of social-practical tools
 - E. Sensitivity to and expression of humor
 - F. Problem solving attitudes in terms of perseverance
 - G. Skills in self-help and independence functions

III. Intellectual-Academic: stressing the child's ability to approach the more formalized instructional processes of the regular school program

- A. Receptive language skills; understanding vocabulary
- B. Expressive language skills; working vocabulary
- C. Problem-solving skills
- D. Ability to follow directions

The relationship of these specific objectives with theoretical orientations found in the literature is presented in Table I. Table I also presents authoritative support for the importance of the objectives along with implications for processes which may be considered to facilitate their attainment.

PREFACE TO TABLE I

The following information is presented in column form for the model in Table I.

Column I. OBJECTIVES FOR THE MIGRATORY SCHOOL

Classification has been made in terms of the three major groups: Perceptual-Motor, Social-Emotional, and Intellectual-Academic

Column II. THEORETICAL ORIENTATION OF OBJECTIVES

Relationship of objectives to research findings

Column III. IMPORTANCE OF ATTAINING OBJECTIVES

Emphasis has been given to those facets of the developmental task which are basic to concurrent and continuous growth patterns

Column IV. IMPLICATIONS FOR FACILITATIVE PROCESSES

Attention has been given to experiences in the environment which would assist in the attainment of the developmental task involved.

The basic premise underlying the model in Table I is that if the organism with normal faculties fails to demonstrate readiness behaviors appropriate to its age level because of environmental facts, such readiness can be promoted through an environment conducive to the development of those readiness behaviors.

IMPLICATIONS FOR FACILITATIVE PROCESSES

THEORETICAL ORIENTATION

IMPORTANCE OF ATTAINING OBJECTIVES

MERCED MIGRATORY SCHOOL PROGRAM

I PERCEPTUAL-MOTOR

Observing the movement of different body parts in relation to each other and external things helps in the formation of body image

A individual's conception of his body appears to be closely related to his self-concept; if he is self-rejecting, he rejects his body image (Johnson, 1956; Secord & Jourard, 1953)

Body is the point of origin for all movements and all interpretations of outside relationships (Kephart, 1960)

A. Body Image and Differentiation of Body Parts

By experimenting with the movement patterns of objects in space the child learns left-right discrimination within himself

There is no well-established theory about laterality. The cerebral-dominance theory, once widely accepted, is now considered at best speculative and worst wrong (McCandless, 1961)

Before a child can draw a square he must be able to distinguish between his left and right side, and to control the two sides of his body separately and simultaneously (Kephart, 1960)

B. Laterality and Eye-Hand Coordination

Participating in activities which require a child to keep a moving object constantly in view helps to develop the ocular control necessary for spatial perception

Spatial perception is the most complicated and last of the readiness skills to develop (Strauss-Lehtinen, 1947)

An adequate space-world is necessary for the observation of similarities and differences basic to conceptualization and for dealing with grouping phenomena basic to mathematics (Gibson, 1950)

C. Space-World Perceptions: Reality Centered Observation Skills

MERCED MIGRATORY
SCHOOL PROGRAM

IMPORTANCE OF ATTAIN-
ING OBJECTIVES

THEORETICAL
ORIENTATION

IMPLICATIONS FOR FA-
CILITATIVE PROCESSES

D. Form Perception:
Part-Whole, Fig-
ure-Ground

It would appear that there is a significant relationship between form perception and reading achievement (Vernon, 1952)

Form perception develops sequentially from global to analytic to synthetic (Werner, 1957)

Opportunities to learn part-whole, figure-ground relationships are provided by puzzles (stressing picture form rather than individual shapes) and peg board activities

E. Sensory Discrimination: tactile, auditory, visual, kinesthetic

A child who has many opportunities to touch, taste, smell, hear, and see; to manipulate and enjoy all the forms of sensory exploration has a better chance to develop in every way than one less fortunate (Clark, 1963)

Sensory discrimination is achieved through reduction of every phase of one's surroundings to an "alphabet" of aspects (Montessori, 1959)

Sensory discrimination is developed through opportunities to experience similarities and differences in many sensory modalities

F. Muscle Coordination: Large, Small

Differentiation of hand and finger movements from total movement of the organism is essential to the tasks of drawing and writing (Kephart, 1960)

Direction of growth and motor development: cephalocaudal; proximodistal (Thorpe, 1962)

The child is helped to develop the ability to maintain a flexible postural adjustment under varied conditions through experiences requiring balancing

IMPLICATIONS FOR FACILITATIVE PROCESSES

THEORETICAL ORIENTATION

IMPORTANCE OF ATTAINING OBJECTIVES

MERCED MIGRATORY SCHOOL PROGRAM

The child is helped in anticipating a stopping point by the number of clues available to him

The stimulus for stopping is very weak and is a combination of perceptual data and imagery (Munn, 1955)

If change in direction of ongoing movement is to take place the child must be able to stop and initiate movement in another direction (Kephart, 1960)

G. Flexibility in Motor Control and Ability to Stop

Through experiences based on right-left discrimination of objects in relation to himself, the child translates right-left discrimination to objects outside himself

Directionality is a learned concept, and follows laterality, i.e., development is from egocentric localization (subjective space) to objective localization (objective space) (Gesell, 1940)

Without laterality and directionality there is no difference between letters like p and q, which would make reading a difficult if not impossible skill to achieve (Kephart, 1960)

H. Directionality and Eye-Hand Coordination

MERCED MIGRATORY
SCHOOL PROGRAM

IMPORTANCE OF ATTAIN-
ING OBJECTIVES

THEORETICAL
ORIENTATION

IMPLICATIONS FOR FA-
CILITATIVE PROCESSES

II SOCIAL-EMOTIONAL

A. Group Participa-
tion and Sharing
Skills

Learning to cooperate
with others, and to
follow as well as lead
is basic to other stages
of social development
(Erikson, 1956)

Learning the
process of be-
longing to and
becoming a member
of the family and
the social group
is a developmental
task of early child-
hood (Corey &
Herrick, 1958)

Intentionally planned
play situations can
provide opportunities
for children to learn
to live in a social
order

B. Socially Accep-
table Means of
channeling Expres-
sion of Feeling

"...successful achieve-
ment leads to happiness...
while failure leads to
unhappiness in the indi-
vidual (and) disappraisal
by the society..."
(Havighurst, 1953)

Achieving emotional
release through
sensory experiences
is a developmental
task of early child-
hood (Corey & Herrick,
1958)

In words, gestures,
dramatic play, manipu-
lation of plastic and
graphic materials the
child is able to find
more mature expressions
of his emotional reactions
without having to repress
them

C. Social Interaction
Skills with Adults
and Peers

How a child reacts to
adults and peers while
transforming organic
patterns to uniquely
human patterns may
become an established
mode for perceiving the
world (Frank, 1958)

By the time most
children are four
years old they are
actively interested
in social coopera-
tive behavior with
adults and peers
(Martin, 1960)

In various play situ-
ations the child may
discover new ways of
relating himself to
others through cooper-
ative play

MERCED MIGRATORY
SCHOOL PROGRAM

IMPORTANCE OF ATTAIN-
ING OBJECTIVES

THEORETICAL
ORIENTATION

IMPLICATIONS FOR FA-
CILITATIVE PROCESSES

D. Utilization of
Social-Practical
Tools

Children who have
acquired mastery of
certain social-prac-
tical skills in their
environment have
acquired the means of
developing (Montessori,
1959)

"Exercises of
practical life,"
i.e., useful
things adults do
in the home, assumes
major importance in
the initial phases of
an educational process
(Montessori, 1959)

Developing skills for
using social-practical
tools is helped in
part by an environment
which provides moti-
vation for such devel-
opment

E. Sensitivity to
and Expression
of Humor

"Humor is a most val-
uable human trait...
it is too precious to
be left to chance; the
child with it will
meet life better than
the child without it"
(Gesell, 1940)

Emphasis has been
placed on develop-
mental factors in
concepts of humor,
however, a sense of
humor is possible
for children without
real self-objectifica-
tion (Rusell, 1956)

Social settings may
be considered to pro-
vide opportunities
for development of
concepts of humor

MERCED MIGRATORY
SCHOOL PROGRAM

IMPORTANCE OF ATTAIN-
ING OBJECTIVES

THEORETICAL
ORIENTATION

IMPLICATIONS FOR FA-
CILITATIVE PROCESSES

F. Problem Solving
Attitudes in Terms
of Perseverence

The whole process
of arriving at
some conclusion
may be influenced
by . . . personality
and values (Russell,
1956)

An active curiosity and
motivation to overcome
difficulties gives chil-
dren a good start as
problem solvers

During the pre-
conceptual stage
the child attempts
to solve each new
problem with the
expectations of
past assimilations
(Piaget, 1947)

G. Skills in Self-
Help and Indepen-
dence Functions

" . . . successful
achievement leads
to . . . success
with later tasks,
while failure leads
to . . . difficulty
with later tasks
(Havighurst, 1953)

Achieving indepen-
dence in caring for
oneself as an indi-
vidual is a develop-
mental task of early
childhood (Corey and
Herrick, 1958)

A child achieves this
task as he learns to
dress and undress him-
self, get and put away
his toys, and to use the
toilet independently

IMPLICATIONS FOR FACILITATIVE PROCESSES

THEORETICAL ORIENTATION

IMPORTANCE OF ATTAINING OBJECTIVES

MERCED MIGRATORY SCHOOL PROGRAM

III INTELLECTUAL-ACADEMIC

Words grow and change in meaning for the child as the experience he brings to those words change and develop

At every age children's passive comprehension is always greater than their active vocabulary (Herrick & Jacobs, 1962)

Children understand speech before they can make themselves understood (Herrick & Jacobs, 1962)

A. Receptive Language Skills; Understanding Vocabulary

The child's opportunities to practice using words and sentences has an effect on the development of language skills

Learning communication and symbolization progresses from jargon to words; from words to phrases; from phrases to sentences (Corey & Herrick, 1958)

" . . . successful achievement leads to later tasks, while failure leads to . . . difficulty with later tasks" (Havighurst, 1953)

B. Expressive Language Skills; Working Vocabulary

MERCED MIGRATORY
SCHOOL PROGRAM

IMPORTANCE OF ATTAINING
OBJECTIVES

THEORETICAL
ORIENTATION

IMPLICATIONS FOR FA-
CILITATIVE PROCESSES

C. Problem Solving
Skills

The ability to solve problems when confronted by obstacles is essential to goal attainment (Russell, 1956)

The problem solving of young (preschool) children must be considered as taking place in concrete, immediate situations rather than as occurring in abstract (Frank, 1958)

Children achieve the ability to solve and work out perplexing problems as they manipulate words, sounds, and play-things

D. Ability to
Follow Directions

The ability to respond to verbal directions is basic to expressive language (Werner & Kaplan, 1950)

The child concomitantly alters his perception of the world and his conduct responsive to that perception which requires both inhibition and performance according to the prescriptions of social order (Frank, 1958)

The distinction should be made on the part of adults, whether the four-year old child is defying adult commands as part of the developmental age, or unable to follow directions which is characteristics of younger children

THE EVALUATIVE MODEL FOR THE MERCED COUNTY MIGRATORY SCHOOL PROGRAM

One of the most needed and yet one of the most difficult tasks in education is the evaluative process. In order to evaluate properly, we must first establish objectives. Without goals or targets one is liable to the adminition, "when one aims at nothing he can't miss!" An example is provided by the Texan who claimed he was the best shot in the state. When challenged he would find a very large barn and begin firing randomly. He would then find where his bullets had landed, take out a brush and paints, and then draw targets with his bullet in the center of the "bulls-eye" every time.

In the migratory school program, several comprehensive objectives have been defined, representing the goals to be attained by the program. These objectives were classified in terms of five major areas: (1) Orientation to School; (2) The Development of Positive Attitudes; (3) Classroom Performance: Non-Academic; (4) Classroom Performance: Academic; and (5) Parent-School Relationships.

These objectives were then formulated into a comprehensive model as described in the Taxonomy of Educational Objectives, Handbook II: Affective Domain (1964) and Handbook I: Cognitive Domain (1956). These sources provide for a sequential patterning of objectives with both short-range and long-range implications.

In an effort to improve the precision with which we can assess the attainment of the migratory school objectives, each specific objective was classified according to the model in the Taxonomy, as nearly as possible in accord with the specific examples given.

The Taxonomy represents a scheme for classifying educational goals on a continuum, so that such vague objectives as "building interest," "Promoting better adjustment," or "improving attitudes" can be measured more adequately by breaking them down into successive levels of complexity.

Based in general on degree of internalization in the person, these

Taxonomy levels are as follows:

1.0 Receiving--

- 1.1 Awareness
- 1.2 Willingness to receive
- 1.3 Controlled or selected attention

2.0 Responding--

- 2.1 Acquiescence in responding
- 2.2 Willingness to respond
- 2.3 Satisfaction in response

3.0 Valuing--

- 3.1 Acceptance of a value
- 3.2 Preference for a value
- 3.3 Commitment (conviction)

4.0 Organization

- 4.1 Conceptualization of a value
- 4.2 Organization of a value system

5.0 Characterization by a value or value complex--

- 5.1 Generalized set
- 5.2 Characterization

THE OBJECTIVES FOR THE MIGRATORY SCHOOL PROGRAM IN THE AFFECTIVE DOMAIN

I. To Provide Orientation to School:

"To acquaint pupils with physical surroundings." (1.1 to 1.3)

To assist pupils to:

- 1.1 Develop awareness of the school setting, furniture, etc.
- 1.2 Notice carefully the school surroundings.
- 1.3 Control their attention, and differentiate the important aspects of the school surroundings.

"To provide information on school rules and routines." (1.1 to 1.3)

To assist pupils to:

- 1.1 Be aware of school rules and routines.
- 1.2 Attend to or listen to rules.
- 1.3 Be alert to sources of knowledge regarding proper school conduct.

"Orientation to the school in general" (1.1 to 2.3)

To assist pupils to:

- 1.1 Be aware of the migratory school program.
- 1.2 Receive information about the school and the program.
- 1.3 Be alert to information, sources.
- 2.1 Comply with the requirements or requests of the orientation information. (If no response is required--just the acceptance of information--stop at 1.3).
- 2.2 Willingly respond to demands of orientation.
- 2.3 Respond to orientation with pleasure, satisfaction.

"To provide orientation to classes for parents." (1.1 to 3.1)

To assist parents to:

- 1.1 Be aware that there are parental classes.
- 1.2 Listen to information about these classes in general.
- 1.3 Know sources of information about specific instruction.
- 2.1 Comply with requests from the class.
- 2.2 Believe that the class merits personal attendance.
- 2.3 Actively participate in the activities of the group.
- 3.1 To get others to join.

II. To Develop Positive Attitudes Towards Self, Peers, and Symbols of Authority: "To Promote a Positive Body Image." (2.2 to 3.2)

To assist pupils to:

- 2.2 Respond willingly to ideas of their body image.
- 2.3 Be satisfied and pleased with their responses.
- 3.1 Accept the idea that differences in body images exist.
- 3.2 Prefer the "positive" body image as more desirable.

"To develop eye-to-eye contact with peers and adults." (1.1 to 2.3)

To assist pupils to:

- 1.1 Be aware of eye-to-eye contact.
- 1.2 Be willing to receive information about it.
- 1.3 Be able to discriminate between eye-contact and lack of it.
- 2.1 Obey requests to use eye-to-eye contact.
- 2.2 Willingly and voluntarily use eye-to-eye contact.
- 2.3 Find eye-to-eye contact pleasant and enjoyable.

"To build socially acceptable ways of expressing feelings." (2.1 to 3.3)

To assist pupils to:

- 2.1 Agree to respond in socially-acceptable ways.
- 2.2 Willingly respond in acceptable ways.
- 2.3 Express oneself in acceptable ways.
- 3.1 Agree that certain ways of expressing oneself are acceptable; know "right from wrong" mores.
- 3.2 Prefer the socially-acceptable to the non-acceptable.
- 3.3 Display strong convictions in ones actions, with a constant effort to expressoneself in socially-acceptable ways.

"To develop insights into personal discipline." (2.3 to 3.2)

To assist pupils to:

- 2.3 Find pleasure in controlling oneself better.
- 3.1 Accept the fact that self-discipline is better than control from others.
- 3.2 Prefer self-control over external control.

"To promote good health habits." (1.1 to 3.2)

To assist pupils to:

- 1.1 Be aware of health information.
- 1.2 Receive health information willingly.
- 1.3 Discriminate between good health and poor health.
- 2.1 Willingly comply with health regulations.
- 2.2 Voluntarily follow good health rules.
- 2.3 Find pleasure in following rules for good health.
- 3.1 Believe in good health habits, as "good rules."
- 3.2 Actively pursue the goals of good health.

"To promote growth in the ability to work effectively with others." (2.1 to 2.3)

To assist pupils to:

- 2.1 Obey the rules in working with others.
- 2.2 Voluntarily work effectively with others.
- 2.3 Take pleasure in working satisfactorily with others.

"To instill understanding of courtesy and proper manners." (2.2 to 3.1)

To assist pupils to:

- 2.2 Accept responsibility for one's own manners, and voluntarily act in a courteous way.
- 2.3 Grow in a sense of courtesy and proper behavior toward everybody, as a "belief."
- 3.1 Deliberately go out of their way to be polite and considerate to all

"To develop respect for adults and others in authority." (2.1 to 2.3)

To assist pupils to:

- 2.1 Comply with demands from adults.
- 2.2 Voluntarily act in a respectful way toward adults.
- 2.3 Find satisfaction in showing respect for authority.

III. To Develop Skills Necessary for Effective Classroom Performance:

"To encourage students to participate in classroom activities." (2.1 to 2.3)

To assist pupils to:

- 2.1 Participate in class activities out of compliance.
- 2.2 Participate in class activities voluntarily.
- 2.3 Participate in class activities with pleasure.

"To cultivate oral expression." (2.1 to 2.3)

To assist pupils to:

- 2.1 Express oneself orally when it is required.
- 2.2 Willingly choose to express oneself orally.
- 2.3 Find pleasure in oral expression.

"To strengthen listening skills." (1.2 to 2.3)

To assist pupils to:

- 1.2 Listen carefully when others speak.
- 1.3 Listen with some discrimination, in spite of distracting stimuli.
- 2.1 Listen when one is asked to listen.
- 2.2 Listen discriminately by oneself.
- 2.3 Enjoy listening as a language skill.

"To engender respect for the rights of others." (3.1 to 3.3)

To assist pupils to:

- 3.1 Consistently accept the idea of others' "rights."
- 3.2 Actively go out of ones way to stand up for the rights of others.
- 3.3 Deeply and firmly display behavior asserting a belief in the rights of others.

"To improve punctuality and attendance." (2.1 to 3.2)

To assist pupils to:

- 2.1 Passively comply with demands for improved punctuality and better attendance.
- 2.2 Accept responsibility for improving ones punctuality and attendance records,
- 2.3 Gain personal satisfaction in being on time and having regular school attendance.
- 3.1 Accept the idea that punctuality and attendance are desirable traits.
- 3.2 Actively strive to continue improving in punctuality and school attendance.

"To develop acceptable language habits." (2.1 to 3.2)

To assist pupils to:

- 2.1 Use "acceptable" language upon request.
- 2.2 Voluntarily use language considered "acceptable."
- 2.3 Find it emotionally pleasurable to use language considered "acceptable."
- 3.1 Accept the idea that "acceptable" language is better than the "unacceptable" language.
- 3.2 Prefer the acceptable to the unacceptable.

"To develop effective work and study habits." (2.1 to 4.1)

To assist pupils to:

- 2.1 Voluntarily do required work, out of choice.
- 2.2 Find enjoyment in school work and study.
- 2.3 See the value of school work and study.
- 3.1 Deliberately endeavor to study and do good work.
- 3.2 Encourage others to be better students.

"To develop effective work and study habits." (continued)

- 3.3 Form judgments as to the desirability of good work and study habits.
- 4.1 Develop an organized plan for effective work and study, carrying over into daily life.

IV. To Improve Parent-School Relationships:

"To develop parental responsibility for pupil absenteeism and tardiness." (2.1 to 3.2)

To assist parents to:

- 2.1 Comply with demands for improved attendance and less tardiness.
- 2.2 Accept the responsibility for less absenteeism and less tardiness."
- 2.3 Find pleasure in the student's being on time and being in school.
- 3.1 Accept the idea that absenteeism and tardiness are undesirable habits.
- 3.2 Actively strive to improve the student's record of attendance and punctuality.

To assist parents to:

- 2.2 Respond to school requests.
- 2.3 Positively identify with the school as a valued institution.
- 3.1 Participate actively in school affairs, as a "school parent," at every opportunity.
- 3.2 Have faith in the school.
- 3.3 Develop a concept of the school as responsible for education, as a force for the essential good of society.

"To assess and communicate family environmental factors." (1.2 to 1.3)

To assist parents to:

- 1.2 Listen to information from school agents.
- 1.3 Be alert to the values and judgments offered regarding family and environmental factors.

"To provide information and maintain follow-up of pupil progress and home conditions." (1.1 to 1.3)

To assist parents to:

- 1.1 Be aware of pupil progress and home conditions.
- 1.2 Be willing to find out more about both factors.
- 1.3 Be able to discriminate correlation from causation.

OBJECTIVES IN THE COGNITIVE DOMAIN

I. School Achievement: Reading

Alphabet recognition (1.11)

- 1.11 Knows specific symbols.

Phonetic analysis (1.11)

- 1.11 Knows phonetic elements.

Reading comprehension (2.10 to 4.30)

- 2.10 Understands meaning of words.
- 2.20 Grasps the thought of a whole work.
- 2.30 Infers conclusions not explicitly stated.
- 4.20 Comprehends the interrelationships among ideas.
- 4.30 Recognizes form and pattern in literary works.

Vocabulary (1.11 to 2.10)

- 1.11 Knows specific words.
- 2.10 Knows different meanings of words.

II. School Achievement: Arithmetic

Quantitative reasoning (2.10 to 4.20)

- 2.10 Able to translate mathematical material into symbolic statements.
- 4.20 Able to analyze mathematical relationships.

III. School Achievement: Language

Oral expression (1.21 to 5.10)

- 1.21 Aware of correct forms of speech.
- 3.00 Applies ideas and abstract principles.
- 5.10 Tells a personal experience effectively.

Language usage (1.21 to 5.10)

- 1.21 Aware of correct forms of usage.
- 3.00 Applies abstract ideas and language forms.
- 5.10 Organizes ideas and statements skillfully.

Spelling (1.11 to 1.21)

- 1.11 Knows the proper spelling symbols.
- 1.21 Aware of correct spelling forms.

Handwriting (1.11 to 1.21)

- 1.11 Knows the correct writing symbols.
- 1.21 Aware of preferred writing forms, styles, etc.

The Taxonomy classifications in the Cognitive Domain are, of course, different from those in the Affective. Many objectives, however, encompass both domains. For example, almost every desirable attitude begins with the cognitive awareness of information. The two Taxonomies are separated primarily for the convenience of study.

The Taxonomy of objectives in the Cognitive Domain, Handbook I (1956) lists the following levels of goals:

Knowledge--

1.00 Knowledge

1.10 Knowledge of specifics

- 1.11 Terminology
- 1.12 Specific facts

1.20 Knowledge of ways and means of dealing with specifics

- 1.21 Conventions
- 1.22 Trends and sequences
- 1.23 Classifications and categories
- 1.24 Criteria
- 1.25 Methodology

1.30 Knowledge of the universals and abstractions in a field

- 1.31 Principles and generalizations
- 1.32 Theories and structures

Intellectual Abilities and skills--

2.00 Comprehension

- 2.10 Translation
- 2.20 Interpretation
- 2.30 Extrapolation

3.00 Application

4.00 Analysis

- 4.10 Elements
- 4.20 Relationships
- 4.30 Organizational principles

5.00 Synthesis

- 5.10 Production of a unique communication
- 5.20 Production of a plan or proposed set of operations
- 5.30 Derivation of a set of abstract relations

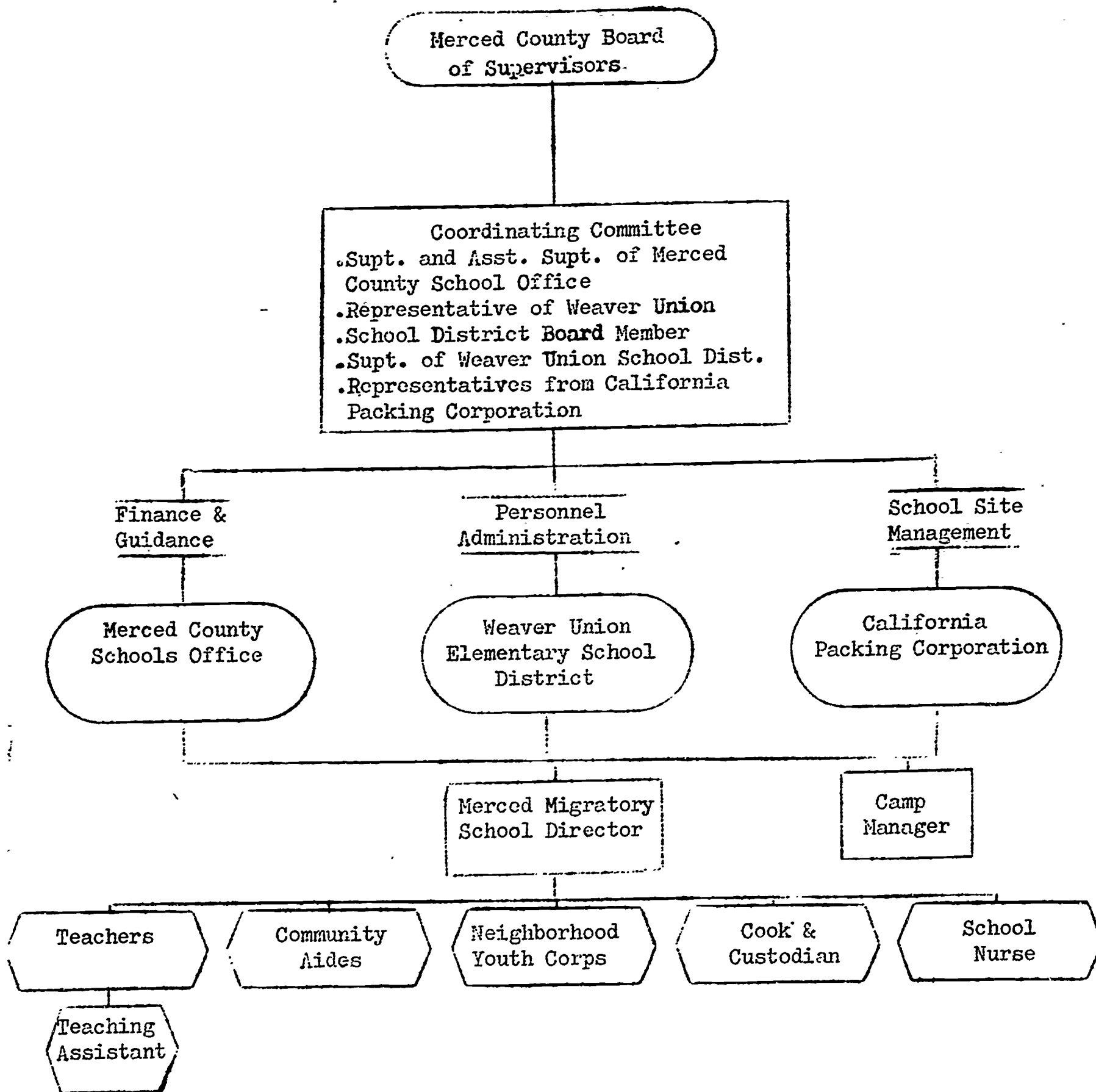
6.00 Evaluation

6.10 Judgments in terms of internal evidence

6.20 Judgments in terms of external criteria

In using these Taxonomies to evaluate our objectives, we essentially are saying that all of our goals consist of degrees of attainment, each along a continuum. Thus, for example, in building better attitudes toward school attendance, we must first start with Awareness, then through Responding, Valuing, and Organization. In the acquisition of knowledge, it is apparent that we start with specific terminology and facts, then work toward more abstract principles and theories.

MERCED MIGRATORY SCHOOL ORGANIZATION AND ADMINISTRATION CHART*



* The Organization and Administration Chart is an effort to illustrate the organization and administration of the Merced Migratory School as seen by the evaluative team.

MIGRATORY SCHOOL INTERCORRELATION MODEL

The accompanying table shows the coefficients representing correlation between sets of data obtained in measuring the four areas of 1) general mental ability, 2) creativity, 3) social maturity, and 4) chronological age.

The table may be summarized briefly as follows:

- I. Area of investigation: General mental ability
 - A. Instrument employed: Stanford-Binet Intelligence Scale, Form L-M.
 - B. Findings as measured by correlations:
 1. Correlated most closely with chronological age. This correlation was (-.56).
 2. Correlated to a slight negative degree with social maturity. This correlation was (-.32).
- II. Area of investigation: Creativity
 - A. Instrument employed: Children's Individual Test of Creativity (CITOC).
 - B. Findings as measured by correlations:
 1. Correlated to a very slight degree with I.Q. (.22).
 2. Correlated to a moderate degree with creativity (.50).
 3. Correlated to a slight degree with chronological age (.37).
- III. Area of investigation: Social Maturity
 - A. Instrument employed: Vineland Social Maturity Scale.
 - B. Findings, as measured by correlations:
 1. Correlated to a slight negative degree with I.Q. (-.32).
 2. Correlated to a moderate degree with creativity (.50).
 3. Moderate correlation with chronological age (.46).
- IV. Area of investigation: Chronological Age
 - A. Findings, as measured by correlations:
 1. Correlated most closely with I.Q. (-.56).
 2. Correlated to a slight degree with creativity (.37).
 3. Moderate correlation with chronological age (.46).

Conclusions

The aforementioned correlations appear to justify the following conclusions:

1. Creativity seems to be moderately associated with Social Maturity and to a lesser degree with age. Creativity is only slightly associated with I.Q.
2. Most close negative correlation between I.Q. and chronological age. This correlation indicated that intellectual performance in these children decreased with age.
3. A slight negative correlation between I.Q. and social maturity indicates that the intellectual performance decreased as the children grew more mature.
4. A positive interrelationship between chronological age, creativity and social maturity indicated that the children became more creative and socially mature as they became older.

Table I

MIGRATORY SCHOOL: INTERCORRELATION MODEL

	I.Q.	Creativity	Social Maturity	Chronological Age
I.Q.	--	.22	-.33	-.56
Creativity	.22	--	.50	.38
Social Maturity	-.33	.50	--	.46
Chronological Age	-.56	.38	.46	--

AN EVALUATION OF ATTITUDINAL CHANGES
OF TEACHERS IN THE MIGRATORY PROGRAM

Procedure and Rationale

The critical relationship of teacher attitudes to classroom climate and student achievement has been well established. The teacher's attitudes, in turn, are a result of past experiences and contemporary interactions with her fellow teachers, administrators, and in the case of the migratory program--teacher aides. Supplementary interactions are also afforded the teacher in the migratory school programs by those working in the community (community aides) and those individuals assisting who have been provided by the youth corps.

Again and again research has found that the teacher's attitudes are more important than classroom groupings, classroom materials, and classroom facilities in the prediction of student behavior; however, the teacher does not operate in a vacuum and the similarity of her attitudinal structure with those around her, as described in the previous paragraph, could well determine the relative success of present and future programs.

Because of this concern the migratory school teachers, teacher aides, community aide, youth corps, and director were given the Meaning of Words Inventory (MOWI) which is a test designed to measure the distances between thirty concepts semantically. Comparisons were made between the groups to determine any significant attitudinal differences.

Based on Osgood's theory that a .5 difference in attitude between the two testings on any one concept or its relationship with another concept would happen only five times out of a hundred by chance, we sought to increase our effectiveness in measuring attitudinal shift by only accepting those shifts greater than 1.0 thereby increasing our level of confidence to 1 out of a hundred by chance. This change would eliminate most of the chance error.

The groups whose attitudes were compared are as follows:

- 1) Director with Neighborhood Youth Corps
- 2) Director with Community Aide
- 3) Director with Teachers
- 4) Director with Teaching Aides
- 5) Teachers with Neighborhood Youth Corps
- 6) Teachers with Teaching Aides
- 7) Neighborhood Youth Corps with Teaching Aides

Findings

Each of the attitudinal comparisons are summarized on the following pages in Tables I-VII. The "Significant" column represents those attitudes that were significantly different between the two groups studied and the value. The "Direction" column represents which group of the two studied, felt the stronger about that attitude. The "Not Significant" column represents those attitudes that were not significantly different between the groups. The "Concept" column represents the thirty attitudes tested.

TABLE I

Teacher Attitude Compared with Neighborhood Youth Corps Attitude

Concept	Significant	Direction	Not Significant
Success	Yes	1.26	Youth Corps
Rules	Yes	1.20	Youth Corps
Most People	Yes	1.82	Youth Corps
Homework	Yes	1.44	Youth Corps
Students Who Get			
Good Grades	Yes	1.51	Youth Corps
Discipline	Yes	1.54	Youth Corps
My Future	Yes	1.37	Youth Corps
Arithmetic	Yes	1.68	Youth Corps
Taking Tests	Yes	1.57	Youth Corps
School	Yes	1.46	Youth Corps
College	Yes	1.03	Youth Corps
How My Classmates			
See Me	Yes	1.54	Youth Corps
Grown Ups	Yes	1.35	Youth Corps
Clubs and			
Organizations		.23	Teacher s Yes
Poor People	Yes	1.13	Youth Corps
First Grade	Yes	1.42	Youth Corps
My Grades	Yes	1.22	Youth Corps
Rich People	Yes	1.48	Youth Corps
People Who Work			
Very Hard	Yes	1.63	Youth Corps
Ideal Teacher	Yes	1.19	Youth Corps
The Person I Would			
Like To Be	Yes	1.51	Youth Corps
Studying	Yes	1.28	Youth Corps
Teachers	Yes	1.58	Youth Corps
Me	Yes	1.38	Youth Corps
My Best Friends	Yes	1.64	Youth Corps
Reading	Yes	1.32	Youth Corps
My School Ability	Yes	1.31	Youth Corps
Older Kids	Yes	1.47	Youth Corps
Students Who Get			
Poor Grades	Yes	1.66	Youth Corps
Ideal Parents	Yes	1.51	Youth Corps

The teachers and the youth corps had significantly different attitudes on all of the concepts except one -- clubs and organizations, In each case the youth ~~was~~ felt stronger than the teachers did about all of these concepts.

TABLE II

Teacher Attitude Compared with Director Attitude

Concept	Significant		Direction	Not Significant	
Success	Yes	1.01	Teachers		
Rules	Yes	2.09*	Director		
Most People			Director	Yes	.60
Homework			Director	Yes	.49
Students Who Get					
Good Grades			Director	Yes	.21
Discipline	Yes	1.86	Director		
My Future			Teachers	Yes	.04
Arithmetic	Yes	1.05	Director		
Taking Tests	Yes	1.29	Director		
School			Director	Yes	.89
College.			Director	Yes	.27
How My Classmates					
See Me	Yes	1.03	Director		
Grown Ups			Director	Yes	.10
Clubs and					
Organizations			Teachers	Yes	.38
Poor People	Yes	1.06	Director		
First Grade			Teachers	Yes	.52
My Grades			Teachers	Yes	.44
Rich People	Yes	2.10*	Director		
People Who Work					
Very Hard			Teachers	Yes	.15
Ideal Teacher			Director	Yes	.75
The Person I Would					
Like To Be			Director	Yes	.18
Studying			Director	Yes	.13
Teachers			Director	Yes	.01
Me			Teachers	Yes	.41
My Best Friends			Director	Yes	.64
Reading			Director	Yes	.07
My School Ability			Teachers	Yes	.13
Older Kids			Teachers	Yes	.27
Students Who Get					
Poor Grades	Yes	1.51	Director		
Ideal Parents	Yes	1.47	Director		

* - $P < .001$

When the teachers were compared with the director by attitude, only ten of the attitudes measured were significantly different between the groups. Attitudes toward success were significantly different and higher for the teachers, than were those of the director. The director had significantly different, and higher, attitudes from those of the teachers on nine of the concepts. These concepts were: rules, discipline, arithmetic, taking tests, how my classmates see me, poor people, rich people, students who get poor grades, and ideal teachers. The other twenty attitudes showed no significant differences between these two groupings.

TABLE III

Director Attitude Compared with Neighborhood Youth Corps Attitude

Concept	Significant		Direction	Not Significant	
Success	Yes	1.40	Youth Corps		
Rules	Yes	1.76	Director		
Most People	Yes	1.36	Youth Corps		
Homework	Yes	1.34	Youth Corps		
Students Who Get					
Good Grades	Yes	1.85	Youth Corps		
Discipline	Yes	1.00	Director		
My Future	Yes	1.40	Youth Corps		
Arithmetic			Youth Corps	Yes	.85
Taking Tests			Youth Corps	Yes	.69
School	Yes	1.06	Youth Corps		
College			Youth Corps	Yes	.96
How My Classmates					
See Me	Yes	1.52	Youth Corps		
Grown Ups	Yes	1.25	Youth Corps		
Clubs and					
Organizations			Youth Corps	Yes	.91
Poor People			Director	Yes	.83
First Grade	Yes	1.60	Youth Corps		
My Grades			Youth Corps	Yes	.82
Rich People	Yes	1.83	Director		
People Who Work					
Very Hard	Yes	1.17	Youth Corps		
Ideal Teacher			Youth Corps	Yes	.79
The Person I Would					
Like To Be	Yes	1.24	Youth Corps		
Studying	Yes	1.08	Youth Corps		
Teachers	Yes	1.20	Youth Corps		
Me	Yes	1.30	Youth Corps		
My Best Friends	Yes	1.69	Youth Corps		
Reading	Yes	1.22	Youth Corps		
My School Ability			Youth Corps	Yes	.88
Older Kids	Yes	1.43	Youth Corps		
Students Who Get					
Poor Grades			Youth Corps	Yes	.36
Ideal Parents			Youth Corps	Yes	.97

When director attitude was compared with youth corps attitude, only ten of the thirty attitudes measured were not significantly different. These were: arithmetic, taking tests, college, clubs and organizations, poor people, my grades, ideal teacher, my school abilities, students who get poor grades, and ideal teachers. These two groups, then, seem very significant in terms of attitudinal differences.

TABLE VI

Teacher Attitude Compared with Teacher Assistant Attitude

Concept	Significant	Direction	Not Significant	
Success		Teaching Assistants	Yes	.41
Rules		Teaching Assistants	Yes	.38
Most People		Teachers	Yes	.27
Homework		Teachers	Yes	.27
Students Who Get		Teaching Assistants	Yes	.30
Good Grades		Teaching Assistants	Yes	.22
Discipline		Teachers	Yes	.33
My Future		Teachers	Yes	.38
Arithmetic		Teachers	Yes	.46
Taking Tests		Teachers	Yes	.44
School		Teachers	Yes	.42
College				
How My Classmates		Teachers	Yes	.30
See Me		Teachers	Yes	.30
Grown Ups				
Clubs and		Teachers	Yes	.67
Organizations		Teachers	Yes	.48
Poor People		Teachers	Yes	.51
First Grade		Teachers	Yes	.50
My Grades		Teachers	Yes	.26
Rich People				
People Who Work		Teachers	Yes	.32
Very Hard		Teachers	Yes	.48
Ideal Teacher				
The Person I Would		Teaching Assistants	Yes	.34
Like To Be		Teachers	Yes	.38
Studying		Teachers	Yes	.41
Teachers		Teachers	Yes	.48
Me		Teachers	Yes	.41
My Best Friends		Teachers	Yes	.36
Reading		Teachers		.39
My School Ability		Teachers	Yes	.28
Older Kids				
Students Who Get				
Poor Grades	Yes	1.02	Teachers	
Ideal Parents			Teachers	Yes .28

There were no significant attitudinal differences between the teachers and the teaching assistants on any of the concepts measured except in the perception of students who get good grades. On this attitude the teachers felt stronger, and significantly different, from the teaching assistants. These two groups seemed relatively homogeneous in attitude.

TABLE V

Director Attitude Compared with Community Aide Attitude

Concept	Significant		Direction	Not Significant	
Success	Yes	1.46	Community Aide		
Rules	Yes	1.07	Community Aide		
Most People	Yes	1.45	Community Aide	Yes	.94
Homework					
Students Who Get					
Good Grades	Yes	1.97	Community Aide		
Discipline	Yes	1.42	Community Aide		
My Future	Yes	2.12*	Community Aide		
Arithmetic	Yes	1.99	Community Aide		
Taking Tests	Yes	1.10	Community Aide		
School	Yes	1.68	Community Aide		
College	Yes	1.66	Community Aide		
How My Classmates					
See Me	Yes	1.66	Community Aide		
Grown Ups	Yes	1.74	Community Aide		
Clubs and					
Organizations	Yes	1.96	Community Aide		
Poor People	Yes	1.20	Director		
First Grade	Yes	1.66	Community Aide		
My Grades	Yes	1.10	Community Aide		
Rich People	Yes	2.07*	Community Aide		
People Who Work					
Very Hard	Yes	4.27**	Community Aide		
Ideal Teacher	Yes	1.53	Community Aide		
The Person I Would					
Like To Be	Yes	1.66	Community Aide		
Studying	Yes	1.32	Community Aide		
Teachers	Yes	1.98	Community Aide		
Me	Yes	1.77	Community Aide		
My Best Friends	Yes	1.75	Community Aide		
Reading	Yes	1.22	Community Aide		
My School Ability	Yes	1.50	Community Aide		
Older Kids	Yes	1.71	Community Aide		
Students Who Get					
Poor Grades	Yes	2.44*	Director		
Ideal Parents	Yes	1.26	Community Aide		

* - $P < .001$ ** - $P < .00001$

The community aide attitudes were significantly different and greater than the director: attitudes on all concepts except homework (where there was no significance; poor people, where the director felt stronger; and students who get poor grades (the director also felt stronger). These two groups were vastly different in attitude.

TABLE VI

Teacher Attitude Compared with Teacher Assistant Attitude

Concept	Significant	Direction	Not Significant
Success		Teaching Assistants	Yes .41
Rules		Teaching Assistants	Yes .38
Most People		Teachers	Yes .27
Homework		Teachers	Yes .27
Students Who Get		Teaching Assistants	Yes .30
Good Grades		Teaching Assistants	Yes .22
Discipline		Teachers	Yes .33
My Future		Teachers	Yes .38
Arithmetic		Teachers	Yes .46
Taking Tests		Teachers	Yes .44
School		Teachers	Yes .42
College			
How My Classmates		Teachers	Yes .30
See Me		Teachers	Yes .30
Grown Ups			
Clubs and		Teachers	Yes .67
Organizations		Teachers	Yes .48
Poor People		Teachers	Yes .51
First Grade		Teachers	Yes .50
My Grades		Teachers	Yes .26
Rich People			
People Who Work		Teachers	Yes .32
Very Hard		Teachers	Yes .48
Ideal Teacher			
The Person I Would		Teaching Assistants	Yes .34
Like To Be		Teachers	Yes .38
Studying		Teachers	Yes .41
Teachers		Teachers	Yes .48
Me		Teachers	Yes .41
My Best Friends		Teachers	Yes .36
Reading		Teachers	.39
My School Ability		Teachers	Yes .28
Older Kids			
Students Who Get			
Poor Grades	Yes	1.02 Teachers	
Ideal Parents		Teachers	Yes .28

There were no significant attitudinal differences between the teachers and the teaching assistants on any of the concepts measured except in the perception of students who get good grades. On this attitude the teachers felt stronger, and significantly different, from the teaching assistants. These two groups seemed relatively homogeneous in attitude.

TABLE VII

Director Attitude Compared with Teaching Assistant Attitude.

Concept	Significant	Direction	Not Significant
Success		Teaching Assistants	Yes .80
Rules	Yes 1.70	Director	
Most People		Director	Yes .63
Homework		Director	Yes .64
Students Who Get Good Grades		Teaching Assistants	Yes .85
Discipline	Yes 1.87	Director	
My Future	Yes 1.08	Teaching Assistants	
Arithmetic	Yes 1.19	Teaching Assistants	
Taking Tests	Yes 1.30	Director	
School	Yes 1.16	Teaching Assistants	
College		Teaching Assistants	Yes .95
How My Classmates See Me		Director	Yes .71
Grown Ups		Teaching Assistants	Yes .74
Clubs and Organizations		Teaching Assistants	Yes .61
Poor People	Yes 1.25	Director	
First Grade	Yes 1.09	Teaching Assistants	
My Grades		Teaching Assistants	Yes .67
Rich People	Yes 2.05*	Director	
People Who Work Very Hard	Yes 1.02	Teaching Assistants	
Ideal Teacher	Yes 1.01	Teaching Assistants	
The Person I Would Like To Be	Yes 1.06	Teaching Assistants	
Studying		Teaching Assistants	Yes .96
Teachers		Teaching Assistants	Yes .84
Me		Director	Yes .78
My Best Friends		Teaching Assistants	Yes .85
Reading		Director	Yes .58
My School Ability		Director	Yes .90
Older Kids		Teaching Assistants	Yes .95
Students Who Get Poor Grades	Yes 2.08*	Director	
Ideal Parents	Yes 1.01	Director	

* - $P < .001$

The attitudes of the director were significantly different from those of the teaching assistants on about one-half of the concepts.

Discussion

Table VIII on the next page shows a comparison of the significant concepts (attitudes) for each of the groups. Out of 210 possible significant attitudinal differences, among all groups, 119 (56.7%) were significant.

The most striking of these comparisons was between the teachers and the youth corps. There were significant attitudinal differences between twenty-nine of the thirty attitudes measured. The youth corps felt stronger about all of these attitudes than the teacher did. Since the attitudinal factor of potency was the main factor loading for the youth corps in determining their attitude, apparently strength of feeling was the most important criteria in the formation of these attitudes. The director's attitudes seemed to be approximately equal in their derivation as all three factors (evaluation, potency, and activity seemed to combine about equally to form his attitudes. Only on attitudes toward clubs and organizations were these two groups similar.

An equally striking comparison was between the director and the community aid attitudes. This comparison also yielded twenty-nine out of thirty significances. Only in attitude towards ideal parents were these two groups similar. The community aid felt stronger than the director did on all of these attitudes with the exception of two: attitudes toward poor people - where strength of attitude was primarily due to the factor of evaluation (emotional and intellectual appraisal), and in attitudes toward students who get poor grades where the principal factors were potency (strength of attitude) and activity which were negatively related.

The next least heterogeneous grouping was between the director and the youth corps. Twenty out of the thirty attitudes measured were

significantly different between these two groups. The youth corps felt significantly stronger about attitudes of success, most people, homework, students who get good grades, my future, school, how my classmates see me, grown ups, first grade, people who work very hard, the person I would like to be, studying, teachers, me, my best friends, reading, and older kids than the Director did. The principal factor here was evaluation. The director felt significantly stronger than the youth corps on attitudes pertaining to rules, discipline, and rich people. The principal factors in these attitudes were evaluation and activity.

A more homogeneous grouping of attitudes was found in the comparison of the teaching assistants and the youth corps. Only sixteen attitudes out of the thirty measured were significantly different. In each case of a significant difference, the youth corps felt stronger about the attitudes than did the teaching assistants. Differences between these two groups were found on attitudes pertaining to most people, students who get good grades, arithmetic, taking tests, school, how my classmates see me, first grade, people who work very hard, ideal teacher, teachers, me, my best friends, reading, older kids, students who get poor grades, and ideal parents. The principal factor, contributing to these attitudes, was evaluation. The factor which contributed most to the teaching assistant's attitudinal structure was also evaluation.

An even more homogeneous attitudinal profile was obtained by comparing the director's attitudes and the Teaching Assistant's attitudes. Only fourteen of the thirty attitudes were significantly different between these groups. The director felt significantly stronger about attitudes toward rules, discipline, taking tests, poor people, rich people, students who get poor grades and ideal parents than did the teaching assistants. Principal

factors contributing to these attitudes were evaluation and activity. The teaching assistants felt significantly stronger than the director on attitudes pertaining to my future, arithmetic, school, first grade, people who work very hard, ideal teacher, and the person I would like to be. The principal factor loading for the group of Teaching Assistants was evaluation.

As Table VIII shows, the comparison between the teachers and the directors attitudes showed ten significant differences out of the thirty attitudes. The director felt stronger, and significantly different, than the teacher on attitudes pertaining to rules, arithmetic, grown ups, discipline, taking tests, how my classmates see me, rich people, students who get poor grades, and ideal parents. Factors of evaluation and activity were the principle components of these attitudes. The teachers felt stronger, and significantly different, than the director in attitude toward success, where the principal factor loading was evaluation.

The most homogeneous of all of the group comparisons was between the Teachers and the teaching assistants. Out of the thirty attitudes (concepts) measured, only one attitude showed a significant difference between the groups - students who get poor grades. The teachers felt significantly stronger than did the teaching assistants (due to the factor of activity) in this attitude. The principal factors contributing to the teacher's attitudes were evaluation and activity; while the teaching assistant's principal factor was evaluation.

Table VIII directly indicates that, for all of the groups compared, certain of these items were more often significantly different than others. Some items were also significant to a greater degree (.001 and beyond) than the .01 level which was originally set for significance in this study.

TABLE VIII

<u>CONCEPT</u>	<u>COMPARISON GROUP DIFFERENCES</u>						
	Tchr. and N.Y.C.	Tchr. and Dir.	Dir. and N.Y.C.	T. A. and N.Y.C.	Dir. and Comm. Aid	Tchr. and T. A.	Dir. and T. A.
Success	Yes	Yes	Yes	No	Yes	No	No
Rules	Yes	Yes*	Yes	No	Yes	No	Yes
Most People	Yes	No	Yes	Yes	Yes	No	No
Homework	Yes	No	Yes	No	No	No	No
Students Who Get Good Grades	Yes	No	Yes	Yes	Yes	No	No
Discipline	Yes	Yes	Yes	No	Yes	No	Yes
My Future	Yes	No	Yes	No	Yes*	No	Yes
Arithmetic	Yes	Yes	No	Yes	Yes	No	Yes
Taking Tests	Yes	Yes	No	Yes	Yes	No	Yes
School	Yes	No	Yes	Yes	Yes	No	Yes
College	Yes	No	No	No	Yes	No	No
How My Classmates See Me	Yes	Yes	Yes	Yes	Yes	No	No
Grown Ups	Yes	No	Yes	No	Yes	No	No
Clubs and Organizations	No	No	No	No	Yes	No	No
Poor People	Yes	Yes	No	No	Yes	No	Yes
First Grade	Yes	No	Yes	Yes	Yes	No	Yes
My Grades	Yes	No	No	No	Yes	No	No
Rich People	Yes	Yes*	Yes	No	Yes*	No	Yes*
People Who Work Very Hard	Yes	No	Yes	Yes	Yes*	No	Yes
Ideal Teacher	Yes	No	No	Yes	Yes	No	Yes
The Person I Would Like To Be	Yes	No	Yes	No	Yes	No	Yes
Studying	Yes	No	Yes	No	Yes	No	No
Teachers	Yes	No	Yes	Yes	Yes	No	No
Me	Yes	No	Yes	Yes	Yes	No	No
My Best Friends	Yes	No	Yes	Yes	Yes	No	No
Reading	Yes	No	Yes	Yes	Yes	No	No
My School Ability	Yes	No	No	No	Yes	No	No
Older Kids	Yes	No	Yes	Yes	Yes	No	No
Students Who Get Poor Grades	Yes	Yes	No	Yes*	Yes*	Yes	Yes*
Ideal Parents	Yes	Yes	No	Yes	Yes	No	Yes
TOTAL SIGNIFICANCES BY GROUP	29	10	20	16	29	1	14
* = $p < .001$						TOTAL	119

A total of seven significances corresponding to the seven comparisons made, was possible for each concept. The average number of significances, per item, was 3.97. In other words, a little over half of the comparisons made on each item were significantly different. This indicated a fairly wide variance among the personnel in terms of their attitudes towards these concepts.

Some of the attitudes measured showed an extremely wide significant variation between the groups. Attitudes toward rich people were significantly different for five groups, three of these significances were beyond the .001 level. Attitudes toward students who get poor grades were significantly different for six groups, three of these significances were also beyond the .001 level. Attitudes toward rules, discipline, arithmetic, taking tests, school, how my classmates see me, first grade, people who work very hard and ideal parents were also very different among the group.

The attitudes which had least variation among the groups, significantly, were attitudes toward homework, college, grown ups, clubs and organizations, my grades, studying, and my school ability.

In Table IX an analysis is shown of the relative frequency with which each of the five groups studied showed significantly stronger attitudes than its comparison group on each concept (attitude). The most significant group, in terms of difference of attitude from the other groups, was the Youth Corps. The youth corps had over fifty-two percent of the significantly different attitudes. The community aid, while compared with only one other group, still maintained over twenty-two percent of the total. This indicates quite strong, and different attitudes from the other groups.

The director, teachers assistants, and especially the teachers had relatively few attitudinal significances in terms of their differences from

other groups. This indicates that these groups have approximately equal attitudes of those measured, and would be least likely to conflict with each other on the majority of opinions they expressed. The most harmonious of these groups were the teachers and the teaching assistants, where there seems to be only slight conflicts of attitude.

TABLE IX

Frequency of Stronger Attitude by Group

Attitude	Director	Comm. Aid Teacher	T. Assist.	Y. Corps	Total
Success		1	1	2	4
Rules	3	1		1	5
Most People		1		3	4
Homework				2	2
Students Who Get Good Grades		1		3	4
Discipline	3	1		1	5
My Future		1	1	2	4
Arithmetic	1	1	1	2	5
Taking Tests	2	1		2	5
School		1	1	3	5
College		1		1	2
How My Classmates See Me	1	1		3	5
Grown Ups		1		2	3
Clubs and organizations		1			1
Poor People	3			1	4
First Grade		1	1	3	5
My Grades		1		1	2
Rich People	3	1		1	5
People Who Work Very Hard		1	1	3	5
Ideal Teacher		1	1	2	4
The Person I Would Like to Be		1	1	2	4
Studying		1		2	3
Teachers		1		3	4
Me		1		3	4
My Best Friends		1		3	4
Reading		1		3	4
My School Ability		1		1	2
Older Kids		1		3	4
Students Who Get Poor Grades	3		1	2	6
Ideal Parents	2	1		2	5
TOTAL	21	27	2	7	62
PERCENTAGE OF TOTAL	17.6	22.7	1.6	5.9	52.2

Summary

The attitudinal research conducted with the staff of the Migratory School in Merced, California, has revealed some important evidence which has some definite implications for the future of the school. Five groups were compared, in seven comparisons, to determine where the significant attitudinal differences were, and the direction they pointed. A summary, by group, below shows these differences in general.

Director

Had significantly stronger attitudes in terms of feelings about rules, discipline, arithmetic, taking tests, how my classmates see me, poor people, rich people, students who get poor grades, and ideal parents than the other groups. The most important contributing factors to these attitudes were those of evaluation and activity.

Community Aid

Displayed very different, and stronger attitudes from those of the director. Probably different from the other groups as well. The only non-significant attitude differences were on concepts pertaining to homework, poor people, and students who get poor grades. The most important factor determining these feelings was type of activity.

Teachers

Had only two significantly stronger attitudes than any of the other groups. They felt stronger about success and students who get poor grades. Very similar to the teaching assistants. Most important factor contributing to those attitudes was intellectual and emotional evaluation.

Teaching Assistants

Only seven total significantly stronger attitudes were found in all comparisons of their group. These strengths were in attitudes toward my

future, arithmetic, school, first grade, people who work very hard, ideal teachers, and the person I would like to be. Attitudes toward ideal teachers (the most interesting of these) were different from those of the director, not the teachers; although the teachers did not feel differently than the director did on this attitude. The most important factor contributing to these differences was evaluation.

Neighborhood Youth Corps

The youth corps were significantly different, and felt stronger, from every group they were compared with on each attitude except in attitude toward clubs and organizations. The most important factor in determining these attitudes was evaluation.

In conclusion, the only groups which showed a marked attitudinal difference from the others were the youth corps and the community aid. The other groups have differences, but some of these should be expected. The others can be approached through realistic discussions between these groups. This would help to bring the staff into close harmony with each other. Some very serious considerations should be given to the wide variance in youth corps and community agent attitude from the rest of the personnel.

EVALUATION OF MIGRATORY SCHOOL PROGRAM

SOCIAL-EMOTIONAL FACTORS

	<u>Number of Children</u>	<u>Number of Families</u>	<u>Percent</u>
I. Home-Family Conditions			
A. Children in Family	0	8	8 %
	1	8	8 %
	2	16	16 %
	3	17	17 %
	4	16	16 %
	5	12	12 %
	6	11	11 %
	7	5	5 %
	8	4	4 %
	9	2	2 %
	11	1	1 %

	<u>Number</u>	<u>Percent</u>
B. Family Member Working		
1) Father and Mother	74	74 %
2) Mother Only	3	3 %
3) Father Only	23	23 %

II. Education

A. Parent Education

<u>Highest Grade Completed</u>	<u>Mother Number of Mothers</u>	<u>Percent</u>	<u>Highest Grade Completed</u>	<u>Father Number of Fathers</u>	<u>Percent</u>
0	18	18 %	0	22	22 %
1	2	2 %	1	1	1 %
2	6	6 %	2	3	3 %
3	11	11 %	3	11	11 %
4	12	12 %	4	12	12 %
5	8	8 %	5	5	5 %
6	7	7 %	6	13	13 %
7 or more	26	26 %	7 or more	21	21 %
No Information	10	10 %	No Information	12	12 %

B. Educational Future Desired by Parents for Children

<u>Education Level</u>	<u>Number</u>	<u>Percent</u>
1) High School Only	17	17 %
2) College	51	51 %
3) No Information	32	32 %

C. Families that want Children to go to Migratory School

	<u>Number</u>	<u>Percent</u>
1) Yes	55	55 %
2) No	12	12 %
3) No Information	33	33 %

EVALUATION OF MIGRATORY SCHOOL PROGRAM

SOCIAL-EMOTIONAL FACTORS (CONT)

III. Family Home Location

A. Area

	<u>Number of Families</u>	<u>Percent</u>
1) Texas	42	42 %
2) California	20	20 %
3) Arizona	14	14 %
4) New Mexico	2	2 %
5) Mexico	12	12 %
6) Unknown	10	10 %

HEALTH FACTORS

	<u>Abnormal</u>		<u>Normal</u>	
	No.	%	No.	%
Vision	--	--	3*	30 %
Hearing	5	50 %	4**	40 %
Heart	2	20 %	8	80 %
Lungs	2	20 %	8	80 %
Tonsils	1	10 %	9	90 %
Other	3	30 %	7	70 %

* 7 pupils did not have any information noted as to vision

** 1 pupil did not have any hearing data recorded

Migratory Family Survey

At the request of the research team a survey of the families in camp 11 was conducted by the community aides. Each family interviewed was asked the following questions:

1. Where do you live permanently?
2. When do you plan on going home?
3. What type of work do you do there?
4. Do you plan on staying here permanently?
5. What is your reaction to the school?
6. What could we do to improve the school?

A total of 19 families were interviewed.

The analysis of the answers are as follows:

- 1) Where do you live permanently?

<u>State or Country</u>	<u>Number</u>
Arizona	5
California	4
Mexico	3
Texas	5
None	2

- 2) When do you plan on going home? Surveys were taken on the day that the orchards were closed to picking. The replies were too vague to analyze.

- 3) What type of work do you do there?

<u>Type of Work</u>	<u>Number</u>
Laundry	2
Laborer	16
Salesman	1

- 4) Do you plan on staying here permanently?

No	8
Yes	6
Undecided	4

- 5) What is your reaction to the school?

Very Good	16
Good	3
Fair	-0-

6) What could be done to improve the school?

Need for better high school training	4
Need for baby care	2
No changes necessary	1

Representative comments made by the families interviewed areas follows:

"We like the school very much and God willing we will be back next year."

"The school is fine, if only there was more work around here we would stay permanently."

"We like the school very good because they can work and go to school."

"It is a very good idea and next year I'd like very much for my children to attend school at the camp."

"It was alot of help to my children and I liked it very much."

"We think it's a wonderful thing because we don't have to go home before the work is over."

This survey indicated that the school was considered a great success and was very important to the people contacted. It also indicated that the majority of the families would be returning next year. One of the main reasons was the migratory school.

IMPLICATIONS OF THE PRESENT EVALUATION FOR FUTURE MIGRATORY PROGRAMS

At the present time when our nation is in its greatest state of affluence it is somewhat enigmatic that the poor people of the nation represent such a major domestic concern that communicative media discussing the Nation's "War on Poverty" are omni-present.

This nationwide concern with people from the culture of poverty would appear to stem from many sources. One of these is a growing awareness by the American public of the concepts underlying the basic tenets of democracy: (1) man is a rational human being; (2) man has an essential dignity which must be respected and preserved; and (3) the gains of society are essentially those in which all segments of the populace are represented.

Another, more precipitous, cause for concern for the poor is represented by the manifest anxiety of the nation's citizenry for eradication of many of the social problems of our time, e.g., delinquency, crime, unemployment, narcotics, over-crowding and slums, drop-outs, and illiteracy. Although these problems are common to many socio-economic levels and to all ethnic groups, the evidence shows a significantly higher than average statistical ratio of a social and anti-social deviations among the poor. Programs for alleviating these problems have been proposed and/or activated by many societal agencies.

Research evidence is conclusive in terms of need for such programs. For example, Benjamin Bloom in his Stability and Change in Human Characteristics (1964) assessed and evaluated over 1,000 longitudinal studies on the shaping of human characteristics from infancy through adulthood. His major conclusion was that our principal characteristics of social behavior and personality are well formulated by the ages of five, six, seven and eight. With increasing age, changes become much more difficult with only the most dramatic and powerful environmental influences being capable of producing changes in behavior in the later stages of life.

Educators in the past have often incorporated into the curriculum the fallacy of attributing to others their own background; this kind of thinking had to be minimized in this project so that the child from the culture of poverty could be reached at his level, then helped to help himself achieve in the school culture. This meant organizing and developing a new area of administration. This new curriculum and its administration consider the needs of migratory children of reaching as many areas of intellectual growth as possible: i.e. dealing with areas of intellect known for some time as well as those recently identified and in the process of being measured, as creativity.

The Bureau of Educational Research at the University of Minnesota has been a leader in studies on the identification and development of creative thinking among children. The director, E. Paul Torrance, is especially known for his development and adaptation of tests for creativity in grade school children. These Minnesota studies have shown that the development of creative thinking is important for personality development and mental health (one's creativity is his most valuable resource in coping with life's daily stresses), acquisition of information, application of knowledge to daily personal and professional problems. Torrance has also made these assumptions about creativity: that abilities involved in being creative are universal; i.e., everybody possesses these abilities to some degree and that creativity, particularly its intellectual curiosity aspect, is manifested early in the life cycle. (Torrance, 1962)

Another strong point in Torrance's studies is the inclusion of problems when creativity is repressed. The creative child who abandons his creativity can become a very conforming, too obedient child or he may never find anything which really challenges him. He may have unrealistic

self-concepts because of incorrect diagnosis ("stupid"), or may develop serious learning disabilities, even becoming a behavior problem or developing a neurotic conflict. Many will need to be helped to recognize the value of their own talents so that they will not be exploited. Torrance further states that it should be recognized that the goal of guidance is not to promote just individuality and creativity but to encourage healthy kinds of individuality, creativity, and conformity. (Torrance, 1962)

J. P. Guilford's Structure of Intellect is a major source of reference in attempting to include as many intellectual abilities as possible in planning the content of the Curriculum for Developing Creativity.

In a broader sense, the developing picture of human intellect is more significant than that of creative abilities alone. Creative abilities also become more meaningful when we compare them with other kinds of abilities and find relations between them. (Guilford, 1962)

Guilford (1962) further states that no one really knows how best to educate for creativity, but that there are curriculum changes which might favor development of creativity. Torrance has been more explicit by listing twenty ideas or principles for developing creative thinking through school experience. Thirteen of these relate to the Curriculum for Developing Creativity:

- (1) accept thinking as a legitimate activity;
- (2) make children more sensitive to environmental stimuli;
- (3) encourage manipulation of objects, ideas;
- (4) teach how to test systematically each new idea;
- (5) develop tolerance of new ideas;
- (6) beware of forcing a set pattern;
- (7) develop a creative classroom atmosphere; . . .
- (12) encourage and evaluate self-initiated learning;
- (13) create "thorns in the flesh" (there is rather general recognition among students of creative thinking that the essence of creativity lies in a sensitivity to defects, the recognition of a disturbing element);
- (14) create necessities for creative thinking;
- (15) provide for active and quiet periods;
- (16) make available resources for working out ideas;
- (17) encourage the habit of working out the full implications (Torrance, 1962).

Therefore, it can be stated that Torrance seems to think of creativity in terms of a complex involving the creative process as a cur-

riculum unit, whereas Guilford tends toward factor analysis to determine different abilities involved in creativity. It is critical that every possible method be used in convergent and divergent ways with appropriate materials in order to give these culturally disadvantaged children opportunities to add depth and breadth to their environment by developing concepts, broadening their experiences, adding to their vocabulary, doing pre-reading activities, conversing with peers and adults, and learning to adjust to the school culture.

Concepts serve as crucial links between the environment and the individual. They are intellectual tools that man uses in organizing his environment and attacking his problems. When man employs concepts, he thinks in terms of symbols and classes.

.....
Concepts are acquired through a complex set of processes. The child has to learn to recognize and identify objects. That is to say, he has to learn that objects exist, have permanence, and differ one from the other. . . Language both facilitates and directs the categorization process (Siegel, 1964).

In fact, according to some theories language is the key determinant of the developmental sequence of concept attainment and thought in general. The structure of language influences the system one employs to organize and understand the environment (Johnson, 1962). From this point of view, the acquisition of language determines how the environment is discriminated, what objects can be integrated, what kinds of abstract concepts can be invoked. . . . Thus availability of categories can even be said to be determined by the language structure (Brown, 1958; Whorf, 1956).

The acquisition of language and the particular linguistic system employed must be viewed as an important explanatory factor determining the kinds of concepts a child will develop (Siegel, 1964)

The popular view has thoroughly grasped the conventionality--the cultural status--of linguistic codes. That the kinds of messages to be coded might also be culturally determined is a less familiar idea (Brown, 1958).

But it has been considered in the concept building devices used because research findings so far on the project show that culturally disadvantaged children understand words with fair precision, but not those words representative of the school culture; . . . are generally unaware of the "ground rules" for success in the school culture; . . . are often

characterized by significant gaps in knowledge and uneven learning; . . .
. and have generally had little experience in receiving approval for success in a task, an assumption on which the school culture is organized.

Gesell has found that language eventually becomes so thoroughly integrated with the individual's total behavior that almost any kind of situation, dealing with practical problems of real life, or with the most abstract type of concept, can be presented and attacked in verbal terms (Gesell, 1940). Although this may be true of most youngsters, The Evaluation has found that poor children are frequently crippled in language development because they do not perceive of the concept that objects have names, and indeed, that the same object may have different names. Korzybski has stated that very young children can be taught the consciousness of abstracting . . . Moreover, it would effectively give the children and students the highest grade of cultural training, which at present we acquire only occasionally and with difficulty (Korzybski, 1950).

Experience--planting and watching seeds grow, playing with three balls--and liberal use of convergent materials are a prelude to divergent activities leading to vocabulary development. This type abstracting requires the ability to have one thing stand for another. All words are abstract, depending upon how they are used: some are above sensory experience. Culturally disadvantaged children are more inclined to deal with concrete terms, and the closer we are to observable details, the more concrete we are. Korzybski's abstraction ladder as outlined in Science and Sanity, (1950) chapters 24 and 25, starts with the macroscopic level, the level of fact or that which is verifiable without personal judgment, for example, tiger, then up the ladder to cat family--mammal--animal--fauna.

It is of interest that although "pretty" is one of the child's first words, it is not until he is between four and five years old that he is able to pick out the "pretty one" of two faces (Gesell, 1940).

Induction of concepts into an inadequately mature cognitive organization can result in a hollow core of concept acquisition.

These findings and interpretations are, again, consistent with one authority's admonition that the child's observed facility in reproducing or producing concepts does not necessarily mean that the underlying intellectual process is accurately reflected. That the child can use the term animal does not necessarily mean he has the class concept animal. . . . Isolated instances of emerging concepts have to be assessed with caution (Werner, 1957).

A great deal of vocabulary development is definition, using inference, going from perceived to that which is not yet perceived. According to semanticists a good definition has enough included to place whatever it is in a larger category (tiger is a member of the cat family) and to distinguish it from other members of this category (tiger from lion). Definitions can be non-verbal, as ostensive (showing, pointing, as to the tiger in a picture of several animals) and operational (performing, doing as drawing a tiger that is a big cat wearing striped pajamas), or verbal (learning the name before we learn its definition by synonym, denotation, connotation, and/or from the dictionary). The definition should be clear, connecting, and distinguishing.

Success activities must accompany school experiences--in fact, at times the two are inextricably interwoven.

Culturally disadvantaged children frequently end the reading habit before it has begun. The cycle of skill mastery which demands that successful experiences generate more motivation to read which in turn guarantees levels of skill sufficient to prevent discouragement, and so on, may be easily reversed in direction and end the reading habit prior to its beginning.

Many of these youngsters do not see adults reading, either for pleasure or for information; therefore, they may lack even the most elemental knowledge of the printed word as a symbol. Each experience--a walk to see a garden in the neighborhood, changes in weather as rain--can be recorded as a special day indicated on the class calendar, a picture of the activity taken with a polaroid camera is mounted and given a caption; a single flashboard is made for the word, "rain".

Clare Furlay Hewgerry's book, Cats and Kittens, is an excellent book to read to four-year-olds, for the youngsters enjoy the pictures, and then can tell how their own cat, or cats that they have seen, look and act so much like the ones in the book. Some of the pupils enjoy acting the part of cats and kittens; others may wish to try to express themselves about cats and kittens through art media as clay, then showing their work to the rest of the class.

The tracks of communication between pupils and teacher have to be as carefully structured by the teacher as do the vocabulary and pre-reading activities. Research findings from the present evaluation indicate that poor children learn less from what they hear than do middle class children. Therefore, it is essential for the teacher to be calm, firm, and show an interest in each individual pupil by tone of voice and gesture; a smile and a nod of approval can help them to develop listening skills as well as feelings of security. Distinction between disapproval of an overt act and disapproval of the individual in general can be conveyed to the child as much by intonations and gestures as by choice of vocabulary.

The Russian study (By Pavlov) of salivary reflexes in dogs provided a new objective method for investigating the laws of association. This classical conditioning technique appeared to a particularly apt model for the process by which a word acquires meaning. . . . Linguistic symbols are generally thought to acquire meaning by constant association with their referents, . . . as a child must learn to recognize hot things by their stimulus attributes. . . . It may be proposed, then, that meanings are implicit responses originally elicited by their referents and then, through association, by words (Brown, 1958).

Our present evaluation shows that children need to see concrete application of what is learned related to immediate sensory and topical satisfactions. For example, what do we mean by "good food" or a "balanced meal?"

A good place to start is the trip as each child is to bring his snack in a paper bag. Convergent activities include using a large colorful chart, "The Wheel of Good Eating," so that pupils are helped to choose which of the seven basic food groups would be best to take for the snack. Convergent films could be used to show that the zoo animals must eat well balanced meals, too. "Healthy Families" is a ten minute color film showing the zoo doctor as he tells how he helps keep his animal friends healthy by keeping them clean and giving them the right foods to eat; "Zoo Animals: Mammals: Part I" is an eleven minute film in color describing the natural habitat and eating characteristics for elephants, lions, tigers, sea lions, etc., at the San Diego Zoo. Divergent activities include the follow-up planning of a pretend picnic for the animal friends they met at the zoo. The diet for these animal friends is discussed--carrots and alfalfa for elephants, fish for the sea lion.

It appears that children's nouns are more likely to be concrete (in the sense of naming narrow categories with characteristic visual contour and size) than are the nouns of adults. As the number of nouns increases the semantic of the nouns seems to become less consistently thing-like. . . . The common notion that verbs name actions seems to be truer for the vocabulary of children than for the vocabulary of adults (Brown, 1958).

Culturally disadvantaged children tend to learn more readily by inductive than deductive approaches; . . . are generally unaccustomed to "insight building" by external use of lectures and discussions at home; . . . and are characterized by narrow experiences outside the home. (Twenty-One Research Findings Re Culturally Disadvantaged Youth supported by information obtained from Preschool Critical Incident Observation Records).

Fiat, or authoritative decree as rules for games and standards for listening, proves difficult for these pupils to abide by. Socially acceptable means of channeling expression of feeling and social interaction skills (creative processes of flexibility, redefinition, and fluency are involved) are developed by means of field trips.

Convergent, or inductive materials to preview before the trips are essential to the success of the field trip, such as: a six minute color film, "Streets and the Community," that tells the importance of streets to our daily lives and shows the fire department and police department buildings; ten minute color film, "Our Policemen," that pictures a typical day for two policemen; two color filmstrips, "The Fireman" and "Boats, Ships, and Harbor;" a set of 12 pictures, "Community Workers," that points out the activities of firemen, policemen, books, such as Elizabeth Cameron's The Big Book of Real Fire Engines that has large colorful pictures and simple text about the different types of fire engines and equipment.

He is so literal in his thinking that analogies when used by a storyteller tend to befuddle him, and yet out of his own motor experience he can create metaphors which are so fresh and startling that they suggest poetic imagery (the adult!). When he listens to stories he is literally moved in a muscular sense, for he tends to re-enact in his body postures and gestures what is told.

As compared with other stages of preschool development the age of four years may be described as the flowering period of language. . . . The four-year-old talks about everything, plays with words, questions persistently, elaborates simple responses into long narratives, comments with approval on his own behavior and criticizes that of others, balances comparisons. The examination of a bright, active child of four years often resembles nothing so much as a head long free-association experiment (Gesell, 1940)

The realm of numbers is another area where culturally disadvantaged must learn meaning. The present evaluation has found that poor children tend to have very little concept of relative size, that is, big and little, more or less. It is generally recognized that at four years number concepts are beginning to develop and digit repetition begins to take on meaning. Four-year-olds can frequently count to ten. When they are asked to count while pointing to concrete objects the number correct is much lower. He too may start with a number higher than one, even when he is specially directed. The four-year-old child can repeat three digits on

two or three trials, yet he fails to repeat four digits, usually not giving even the correct number, but adds or omits one. However, three of the four digits are remembered, although not necessarily correctly ordered.

Convergent number activities include each pupil counting objects in the room (one ball, two books, three chairs), learning his home address and telephone number as well as his age, playing selling games with play money (pretending to buy something from the bakery truck driver--a prominent member of both communities where the project is located). Divergent activities are using correctly sized containers for crayolas and paper, watching the clock for snack time, checking the class calendar for special activity days, and reading Beatrice de Regniers' The Giant Story which tells about a small boy who pretends to be a giant for a day, and then dramatizing the story. Our Findings from the present evaluation indicate:

Culturally disadvantaged children generally come from a home environment where there is a sparsity of objects, and do not have the stimulus bombardment representative of the middle class home; this, consequently, has an effect on the curiosity level of disadvantaged youth.

The school program should help the children develop curiosity by having centers of interest, as reading corner, science center, playhouse. Each of these requires organization and care, which is a part of the social interaction skills with adults and peers. Pupils and teacher read the books, then talk about them; they observe the seeds developing in the glass jar stuffed with cotton, then speculate on the next step in the growth process; they decorate the playhouse for a pretend birthday party, all of which requires using references and much symbolizing.

Our evaluation findings show that children from the culture of poverty tend to have poor attention span and consequently great difficulty in following the orders of the teacher.

The four-year-old responds well to praise and should be commended for his efforts as well as for his successes. The inhibited child, particularly, should be encouraged, and made to feel at ease. The exuberant, overproductive child may need to be kept in gently check, and reminded at times that there is something that he is supposed to do.

Sometimes due to discouragement, supervision of another "drive," or other causes, skill in an activity may attain a stage at which there is no immediate observable improvement. At such times, and even during periods of rapid progress, the child may revert to a more primitive form of behavior to further his ends (Gesell, 1940, 1946).

These behavior patterns follow Wendell Johnson's Idea-Frustration-Demoralization sequence. The child then has to be helped to see that success is relative and that there is no necessity for either-or situations whereby his actions are considered to be either all good or all bad. He is helped to realize that he can learn with varying degrees of success, that he is an important person to himself and to his school (culture, society), and that he can help himself and others.

At best, 100% communication seems impossible, yet understanding is not impossible even when one word has little in common with another because we can establish equivalents for understanding. We acquaint others with the way we feel, as using gestures, intonation, and inflection, punctuation, vocabulary--even outcries.

We then find that the speech skills have a tremendous potential for assisting the formation of non-linguistic categories. The total list of such categories that a child must learn is a cognitive inventory of his culture. Speech, therefore, is the principal instrument of cognitive socialization (Johnson, 1946).

On the other hand,

From Piaget's work, in particular, we find that children are able to handle many kinds of problems intuitively. That is, they are able to solve the problems without being able to verbalize them. What is suggested is a need for teaching techniques in which children can work on certain problems without necessarily having to provide verbal explanations. True, this may seem contradictory to the proposition that the child's

verbalization facilitates the acquisition of concepts; but it would appear that there is sometimes reason to limit such emphasis. It is the present writer's contention that a willingness of the teacher to accept relatively poorly articulated expressions without negative evaluation may sometimes have a positive effect, potentially providing a basis for the child to enhance his intellectual development. This may be particularly important in the education of children from culturally underprivileged groups, where verbal facility often lags considerably behind intellectual potential. Excessive demands for verbalization may bring about a withdrawal or rebellion from other aspects of learning (Siegel, 1964).

Siegel further states that whether or not appropriate teaching increases the rate of development, there is still the question of the long-term consequences of such enrichment. Yet, there must be a beginning to the testing of whether or not a curriculum for developing creativity might not be one answer to this question--especially with culturally disadvantaged children. Our present evaluation shows that the culturally disadvantaged children tend to persevere longer in a task when they are engrossed in a single activity; . . . need assistance in perceiving of an adult as a person from whom you ask questions and receive answers--an assumption on which the school culture is organized; . . . use a significantly smaller number and variety of words to express themselves than children of higher socio-economic status; . . . use a significantly smaller proportion of mature sentences such as compound, complex, and elaborate constructions; . . . tend to have significantly more similarities in their physical, intellectual-cognitive, emotional and social patterns of behavior; consequently, differences are much more correlated with degree than kind.

It is too early, however, to determine the amount of progress that is being made in helping these culturally disadvantaged children help themselves, especially adjusting to the school culture, but we can continue to be optimistic that a creativity oriented curriculum would

reach more of the children because of the minor gains noted so far, due in part to the heavy emphasis on divergent activities and materials in language and meaning.

Guilford (1962) has stated that if we are not ready to tolerate the idea of experimentation and changes, we are not ready for an age of creative education--a statement with which the evaluative staff would fully agree.

BIBLIOGRAPHY

Books

- Brown, Roger. Words and Things, New York: Free Press of Glencoe, 1958
- Gesell, Arnold, M. D. The First Five Years of Life. New York: Harper Brothers, 1940.
- Johnson, Wendell. People in Quandries. New York: Harper, 1946.
- Korzybski, Alfred. Science and Sanity. Lakewood, Conn.: The International Non-Aristotelian Library Publishing Co., 1950.
- Thurman, Kelly (ed.). Semantics. Boston: Houghton Mifflin Co., 1960.
- Torrance, E. Paul. Guiding Creative Talent. New Jersey: Prentice Hall, 1962.
- Whatmough, Joshua. Language. New York: A Mentor Book published by the New American Library, 1960.

Articles

- Guilford, J. P. "Developing Creative Thinking Through School Experience," A Source Book for Creative Thinking, ed. Sidney J. Parnes and Harold F. Harding. New York: Charles Scribner's Sons, 1962.
- Siegel, Irving E. "The Attainment of Concepts," Child Development Research, ed. Martin L. Hoffman and Lois Waladis Hoffman, New York: Russell Sage Foundation, 1964.
- Torrance, E. Paul. "Developing Creative Thinking Through School Experiences," A Source Book for Creative Thinking, ed. Sidney J. Parnes and Harold F. Harding. New York: Charles Scribner's Sons, 1962.

Unpublished Sources

- Lecky, Eleazer. Lectures in Semantics class, English 412, University of Southern California. 1964-1965
- Metfessel, Newton S. "What Teachers Need to Know: Twenty-Two Research Findings Regarding Culturally Disadvantaged Youth Supported by the Research of Project Potential at University of Southern California." 1966. (Mimeographed)

BIBLIOGRAPHY: CHILDREN AND YOUTH FROM THE CULTURE OF POVERTY

- Arlitt, A. H. "The Relation of Intelligence to Age in Negro Children." Journal of Applied Psychology, 1922, 6, 378-384.
- Beckham, A. S. "A Study of the Intelligence of Colored Adolescents of Different Social-Economic Status in Typical Metropolitan Areas." Journal of Social Psychology, 1933, 4, 70-91.
- Bruce, Myrtle "Factors Affecting Intelligence Test Performance of Whites and Negroes in the Rural South." (Archives of Psychology no. 252) 99, Archives of Psychology, 1940.
- Carson, A. S. and Rabin, A. I. "Verbal Comprehension and Communication, in Negro and White Children." Journal of Educational Psychology, 1960 51, 47-51.
- Clarke, D. P. "Stanford-Binet Scale L Response Patterns in Matched Racial Groups." Journal of Negro Education, 10:230-8, April, 1941.
- Cronbach, Lee J. Essentials of Psychological Testing, 1960 (2nd Ed.) New York: Harper.
- Deutsch, Martin "Social Influences in Negro-White Intelligence Differences." Journal of Social Issues, 1964 20 (2), 24-35.
- Douglass, H. R. and Collins, J. H. "Socio-Economic Status of the Home as a Factor in Success in the Junior High School." Elementary School Journal, October, 1937, 38:107-13.
- Goldberg, Samuel Introduction to Difference Equations, 1958, John Wiley and Sons, Inc., New York.
- Graham, V. T. "Health Studies of Negro Children. I-Intelligence Studies of Negro Children in Atlanta, Georgia." Public Health Report, 1926, 41, 2759-2783, Reprint No. 1127.
- Hansen, Carl F. Amidon Elementary School, 1960, Englewood Cliffs, New Jersey: Prentice Hall, 1962.
- Higgins, C. D. and Silvers, C. H. "Comparison of Stanford-Binet and Colored Raven Progressive Matrices IQ's for Children with Low Socio-Economic Status." Journal of Consulting Psychology, December, 1958, 22:465-8.
- Iscoe, Ira, Williams, Martha, Harvey and Jerry (Iscoe, Ira and Stevenson, H. W. (eds.) Personality Development in Children, Austin, Texas: University of Texas, 1960).
- Jenkins, M. "Case Studies of Negro Children of Binet 160 and Above." Journal of Negro Education, 12:159-66, April, 1943.

- Jenkins, Martin "Intelligence of Negro Children." Educational Methodology 19:106-12, November, 1939.
 "Mental Ability of the American Negro." Journal of Negro Education 8:511-20, July, 1939.
 "Racial Differences and Intelligence." American Teacher 24:12-13, January, 1940.
- Kennedy, Wallace: Van DeRiet, V; White, J. "Use of the Terman-Merrill Abbreviated Scale on the 1960 Stanford-Binet Form L-M on Negro Elementary School Children of the Southeastern United States." Journal of Consulting Psychology, 1963, 27 (5) 456-57.
- Klineberg, O. and Lithauer, D. B. "Cultural Factors in Intelligence-Test Performance." Journal of Negro Education, July, 1934, 3:478-83.
- Klugman, S. F. "Effect of Money Incentive Versus Praise Upon the Reliability and Obtained Scores of the Revised Stanford-Binet Test." Journal of General Psychology, April, 1944, 30:255-69.
- Lacy, L. D. "Relative Intelligence of White and Colored Children." Elementary School Journal, March, 1926, 26:542-6.
- Lambeth, Martha and Lanier, L. H. "Race Differences in Speed of Reaction." Pedagogical Seminar, June, 1933, 42:255-97.
- Lee, Maurice "Nature and Causes of the Difficulties of High School Pupils in Reading and Interpreting Four Kinds of Materials." Journal of Negro Education, 1951, 20 no. 4, 499-512.
- Lefcourt, H. M. "Some Empirical Correlates of Negro Identity." Dissertation Abstracts, 1964, Ohio State University, 24 (11) 4799-4800.
- Long, Howard Hale "Intelligence of Colored Elementary Pupils in Washington, D. C." Journal of Negro Education, April, 1934, 3:205-22.
- Long, Howard Hale and Dearborn, W. F. "Test Results of Third Grade Negro Children Selected on the Basis of Socio-Economic Status." Journal of Negro Education, April, 1935 4:192-212.
- McCord, W. M. and Demerath, N. J. "Negro Versus White Intelligences: A Continuing Controversy." Harvard Educational Review, Spring, 1958, 28 no. 2 120-35.
- McQueen, R. and Churn, B. "Intelligence and Educational Achievement of a Matched Sample of White and Negro Students." School and Society 88: 327-9, September 24, 1960.
- Osgood, Charles E. and others Measurement of Meaning, Urbana, Illinois; University of Illinois, 1957.
Psycholinguistics, Baltimore, Waverly Press, 1954.
- Peters, James B. "Is Your Follow-up Showing?" Clearing House, October, 1960, 35:101-2.

- Robinson, A. A. "Retention in Grade in Predominantly Negro Schools of Duval County, Florida." Unpublished Doctoral Dissertation, 1963 Columbia University Teachers College.
- Schaefer, E. S. and Bell, R. Q. "Development of a Parental Attitude Research Instrument." Child Development, 1950, 21, 317-325.
- Semler, Ira J. and Iscoe, Ira "Comparative and Developmental Study of the Learning Abilities of Negro and White Children Under Four Conditions." Journal of Educational Psychology, 1963, 54: (1) 38-44.
- Strachan, L. "Distribution of Intelligence Quotients of 22,000 Primary School Children." Journal of Educational Research, 1926, 16, 169-177.
- Tomlinson, "Differences Between Pre-School Negro Children and Their Older Siblings on the Stanford-Binet Scales." Journal of Negro Education 13: 474-9, October, 1944.
- Willis, L. J. "Comparative Study of the Reading Achievements of White and Negro Children." Peabody Journal of Education 17:166-71, November 1939, (Correction 17:235, January, 1940).

THE CHILDREN'S INDIVIDUAL TEST OF CREATIVITY (CITOC)

During the past fifteen years, research has given us new insight into the nature of intelligence. This new knowledge has important implications for the content and essential character of intelligence tests. If these new discoveries are given the attention they merit, we have the promise of discovering intellectual potential that has been previously overlooked in our young people.

A major contribution of this research is the realization that our traditional intelligence tests sample only a relatively small portion of the factors that are involved in intellectual potential. These tests emphasize abstract thinking and reasoning ability, and place a premium on verbal comprehension and speed of response. They insist on the one "right" answer, and neglect completely the opportunity for original or creative responses. If we wish to recognize all intellectual potential, we must re-examine our measuring instruments, and revise them and modify them if necessary.

Traditional intelligence tests emphasize convergent thinking, or the ability to come up with this one right answer. Convergent production requires answers that are invariably determined by the given information. Tests of creativity, on the other hand, emphasize divergent thinking, or the ability to create or to come up with new or original answers. When there is freedom for this kind of thinking, we have a variety of possible outcomes, all a part of divergent production.

Special attention has been given to the intellectual factors involved in creativity and divergent production. At least nine universities have established centers for research in creativity. One of their exciting new discoveries is that tests of creativity are as effective as intelligence tests in predicting academic success, as measured by grades in school.

At the University of Southern California, research by J. P. Guilford and his associates has been especially impressive. A dramatic advance was his development of the brilliant three-dimensional theoretical model of the Structure of Intellect. This model hypothesizes 120 unique and distinct intellectual abilities. During the past several years, extensive research involving factor analysis has already verified the existence of more than 64 of these separate abilities.

For the "culturally disadvantaged" students, certain ethnic group, and children with less verbal facility, there are indications that tests of creativity may be preferred to the traditional intelligence tests to identify intellectual potential and to predict academic success. (Metfessel, 1964)

Project Potential has chosen to include tests of creativity for many reasons. First, since traditional IQ tests sample such a narrow range of all possible cognitive abilities, a sizable proportion of able students will be overlooked if intellectual potential is to be identified solely on the basis of standard IQ tests.

Of equal importance is our belief that tests of creativity may be more fair than traditional tests in identifying intellectual potential in those students who come from family cultures that differ from the middle-class Anglo-American

culture, including Anglo-Americans from the culture of poverty. Tests of creativity may be more sensitive to factors representing potential in families that value quiet, passive children who are reticent or reluctant or conforming.

Our first step was to examine the many tests which have been developed to measure creativity, and then to select those which could be developed into an instrument. Our criteria for selection were the degree to which the test conformed to our theoretical model, the degree to which research had shown the test to correlate highly with school achievement but low with other tests of creative abilities, and, last but not most important, the degree to which the test appeared to minimize cultural bias.

In the following section we shall present a broad classification of creative abilities, based upon the research of Guilford, and discuss briefly the tests chosen to measure these abilities, and present examples of test items in each classification, as used in the CITOC.

The theoretical model upon which these tests, and the CITOC, are based postulates that creativity has six major components, which may be called: sensitivity to problems, fluency of thinking, flexibility in thinking, originality in thinking, elaboration ability, and redefinition.

SENSITIVITY TO PROBLEMS

In general, people who are able to recognize problems are the most apt to do something about them, and the ones most apt to discover solutions.

In terms of the Structure of Intellect model, sensitivity to problems was found actually to be a factor in the evaluation of "semantic implications," and discussions of test items in this area are found in the literature under that classification.

In the CITOC, sensitivity to problems is measured by two sub-tests, one verbal (PV -- Problems, Verbal) and one non-verbal (PP -- Problems, Performance).

PROBLEMS, VERBAL (PV)

This test consists of two parts: Part A, in which problems are recognized, and Part B, in which ways to avoid the problems are noted.

In item PV-I, the child is asked what might happen if he rode out into a busy street on a tricycle, shown in a picture. Points are given for each appropriate response recognizing a problem. The child is then asked what he could do so that he wouldn't ride his tricycle into the street. Points are given for each answer avoiding the problem recognized.

Maximum score on this test is 30.

PROBLEMS, PERFORMANCE (PP)

This test consists of three parts, each measuring sensitivity to defects or deficiencies. In item PP-I, the child is shown a picture of defective dog, and is asked, "What's wrong with this doggie?"

Points are given for each defect or deficiency identified verbally or by pointing. This procedure is repeated in item PP-II, using a picture of a car, and in item PP-III, with a picture of a little boy.

Maximum score on this test is 30.

FLUENCY OF THINKING

A person who produces ideas rapidly should have an advantage in creative or intellectual production over the person who produces them more slowly, providing the level of quality is comparable.

Through factor analysis, Guilford identified four distinct kinds of fluency: word fluency, ideational fluency, associational fluency, and expressional fluency. Cultural "fairness" is a major consideration in choosing test items in in this area.

In the CITOC, fluency of thinking is measured by two sub-tests, one verbal (FV -- Fluency, Verbal) and one non-verbal (FP -- Fluency, Performance).

FLUENCY, VERBAL (FV)

This test consists of two parts, Part A, in which uses for an object are to be given, and Part B, in which uses must be given for the same object when it has been altered or changed.

In item FV-I, the child is presented with a regular paper sack, and asked what he could do with it. Points are given for each acceptable use given, within one minute. Then, the child is presented with a torn sack, and asked, "What could you do with this paper bag if somebody tore it like this?"

A similar procedure is repeated in item FV-II, using a long piece of string, and in FV-III, with a long stick.

Maximum score on this test is 30.

FLUENCY, PERFORMANCE (FP)

This test consists of situations representing different orientations to the same task. As a reference stimulus, the child is shown a card representing a person's face. This Face Card is then removed, and three different test items are given.

In item FP-I, a flannel circle and flannel pieces are presented, and the child is asked if he can make a face with these things. Points are awarded for each piece placed within one minute.

This procedure is repeated in item FP-II, using bead materials, and in item FP-III, with plastic dough material.

Maximum score on this test is 30.

FLEXIBILITY IN THINKING

Flexibility in thinking actually includes at least two distinct kinds of flexibility, adaptive and spontaneous. Adaptive flexibility is the ability to use a variety of approaches to solve problems, when this flexibility is necessary for the solutions. Spontaneous flexibility, however, includes the tendency to jump from one category to another, or to look at something from different angles, even when there is no obvious need to do so.

In the CITOC, flexibility in thinking is measured by two sub-tests, one verbal (XV -- Flexibility, Verbal) and one non-verbal (XP -- Flexibility, Performance).

FLEXIBILITY, VERBAL (XV)

The score on this test is obtained by re-scoring for flexibility the uses already given for the objects in test FV, Part B, which indicate a shift from

the type of usage appropriate for the objects as described under FV, Part A. No additional test items are given here.

Points are awarded for each shift in use of the three objects listed in test FV, Part B (torn paper sack, cut piece of string, broken stick).

Maximum score on this test is 27.

FLXTRILITY. PERFORIANCE (XP)

This test measures the number of different ways in which the child is able to use a large crayon.

The child is presented with crayon and paper, and is asked if he can mark with the crayon on the paper. Then, he is asked, "Can you hold the crayon another way and make a mark?" The examiner repeats this question six times.

Points are given for each shift in the manner of holding the crayon, and in the surface of the crayon used on the paper.

Maximum score on this test is 30.

ORIGINALITY IN THINKING

A creative person is one who does more than reflect the thinking of others around him. This ability can be measured by tasks requiring original responses. Examples of such tests include: adding titles to short stories, inventing simple symbols for ideas, or writing cartoon captions. Responses range from the less creative, which repeat a mere understanding of the material or are vague, irrelevant, or restrictive; to highly creative responses, which refocus or restructure the material or information.

In the CITOC, originality in thinking is measured by two sub-tests, one verbal (OV -- Originality, Verbal) and one non-verbal (OP -- Originality, Performance).

ORIGINALITY. VERBAL (OV)

This test consists of two parts, Part A, called Interpolation, and Part B, Identification. Part A includes two items. In item OV-I, the child sees a picture of a clown talking to a dog, and is asked, "What is that silly clown saying to that doggie?"

In item OV-II, the child is shown a bird, and told a brief animated story about the bird's flying high in the sky and looking down at a "funny thing" in a tree. He is then asked what the funny thing might be, and what it might be doing.

Part B includes three Silhouette Cards, which are presented singly to the child, with these instructions: "See this picture? What is this picture about?" Points are awarded on each item for common and for unexpected statements, objects, or functions named.

Maximum score on this test is 30.

ORIGINALITY, PERFORMANCE (OP)

This test requires the child to construct an original useful object, using pieces from a set of Tinker Toys.

The examiner first demonstrates how the pieces may be assembled. Then, the child is asked if he can make something with them.

After something has been put together, the child is asked what he made, and what it is for or what does it do. Points are given for products considered to be common, uncommon, functional, and non-functional combinations.

Maximum score on this test is 30.

ELABORATION ABILITY

Elaboration may be defined as its common meaning implies: the ability to expand, extrapolate, or "elaborate" on an idea, concept, figure, or expression, without concern for artistic quality or literary talent.

In the CITOC, elaboration ability is measured by two sub-tests, one verbal (EV -- Elaboration, Verbal) and one non-verbal (EP -- Elaboration, Performance).

ELABORATION, VERBAL (EV)

In this test, elaboration involves sensitivity to detail. The child is shown a drawing of an outdoor scene, containing children, trees, flowers, grass, birds, etc.

The child is then asked to "Tell me all the things you see in this picture. Tell me everything." No further encouragement is given by the examiner, but sufficient time is allowed for him to continue responding as he notices additional details in the picture.

Points are awarded for each major aspect, minor aspect, and detail identified.

Maximum score on this test is 30.

ELABORATION, PERFORMANCE (EP)

The score on this test is obtained by re-scoring for elaboration the amount of information or detail produced in the Face Card responses, in the previous FP situation, above and beyond the basic features. No additional test items are administered here.

Points are awarded for each feature indicated, in addition to eyes, nose, and mouth.

Maximum score on this test is 30.

REDEFINITION

Although most creative abilities are considered to represent divergent thinking, an exception is "redefinition." This factor may be classified as convergent production, and often involves the transformation of something known into something else not previously known.

Guilford's Aptitudes Project identified at least three kinds of redefinition, involving patterns, symbols, or figures.

In the CITOC, redefinition is measured by two sub-tests, one verbal (RV-- Redefinition, Verbal) and one non-verbal (RP - Redefinition, Performance).

REDEFINITION. VERBAL (RV)

The score on this test is obtained by re-scoring the variety of uses or functions which were given by the child in response to Part A of test FV. No additional test items are administered here.

Points are given for each different function or use given for the objects in FV (a paper sack, a piece of string, a long stick).

Maximum score on this test is 27.

REDEFINITION. PERFORMANCE (RP)

The score on this test represents the ability to use an identical piece or feature marking in a new way within the same situation, as presented previously under test FP, Part B.

Points are given for each instance in which the same piece or feature marking is used in a new, different way, within the same task.

Maximum score on this test is 27.

CITOC PROFILE CHART

Sub-test scores on the CITOC may be compared, roughly, by use of a Profile Chart similar to the following, circling the child's individual test scores on the sub-test rows, representing the verbal and performance portions of the CITOC, respectively. Marginal captions describe briefly the creative abilities represented by each score.

VERBAL TESTS

Test:	Score:	Measures Ability to:
PV	0 1 2 3 4 * 25 26 27 28 29 30	-Recognize problems and ways to avoid them.
FV	0 2 4 * 26 28 30	-Use common objects in many ways, changed or unchanged.
XV	0 3 * 21 24 27	-Use common objects in different, unusual, varied ways.
OV	0 1 2 3 4 * 25 26 27 28 29 30	-Interpolate meanings and ideas and identify unstructured designs.
EV	0 1 2 3 4 * 25 26 27 28 29 30	-Notice details and elaborate on pictorial stimuli.
RV	0 3 * 21 24 27	-Redefine a variety of uses for common objects.

PERFORMANCE TESTS

PP	0 2 4 * 26 28 30	-Indicate deficiencies or defects in pictorial material.
FP	0 1 2 3 4 * 25 26 27 28 29 30	-Use different approaches to same construction task.
XP	0 2 4 * 26 28 30	-Shift ways of holding and drawing with a crayon.
OP	0 5 * 25 30	-Construct an original, and functional, unusual object.
EP	0 5 * 25 30	-Elaborate on a construction beyond basic details.
RP	0 3 * 21 24 27	-Use the same article in many ways in one task.

NOTE: For the purpose of brevity the "fifth" to "twenty-fourth" scores have not been depicted.

C I T O C

CHILDREN'S INDIVIDUAL
TEST OF CREATIVITY

N. S. Metfessel
and
J. T. Foster

Manual of Directions
For Administering The Tests

Bureau of Educational Research
University of Southern California

General Instructions for Administration and Scoring.

Begin with each problem directly, since preliminary instructions are of limited value to the very young child in terms of his ability to generalize and apply them throughout a duration of time and alternative situations.

Responses should be recorded at the time of testing. Scoring, however, should be carried out subsequent to the testing period according to the standards indicated in the scoring manual.

DIRECTIONS FOR ADMINISTERING
THE VERBAL TESTS

SENSITIVITY TO PROBLEMS - VERBAL (PV)

Directions. Each SITUATION in this test is divided into two parts: Part A, in which problems are recognized; and Part B, in which ways to avoid the problems are seen.

The Examiner questions under Part A until the Subject either has recognized five problems, or indicates that he is not able to respond further. Then questioning begins under Part B for each of the responses given by the Subject under Part A.

Scoring. Part A: One point for each appropriate response recognizing a problem. Five points maximum is possible for each SITUATION.

Part B: Two points for an appropriate response avoiding each problem recognized. Ten points maximum is possible for each SITUATION.

Maximum score. 30

SITUATIONS

PV-I Part A (Present tricycle Card) See this tricycle?

- (1) What might happen if you rode this tricycle out into the street where there are a lot of cars?
- (2). What else might happen if you rode this tricycle out into the street where there are a lot of cars?
- (3)-(5) (Continue according to directions)

Part B

(1) What could you do so . . . wouldn't . . .
(i.e., to avoid the problem recognized
under (1), Part A)

(2) What could you do so . . . wouldn't . . .
(i.e., to avoid the problem recognized
under (2), Part A)

(3)-(5) (Continue according to directions)

FLUENCY - VERBAL (FV)

Directions. Each SITUATION in this test is divided into two parts: Part A, in which uses for the object are given; and Part B, in which uses for the altered object are given.

The Examiner questions under Part A for one minute or until the Subject indicates that he is not able to respond further.

Questioning begins under Part B after Part A of that SITUATION has been concluded. Part B is not timed.

Scoring. Scoring is based only on Part A of the SITUATIONS. Two points for each acceptable use of the object within the one minute time limit. Ten points maximum is possible for each SITUATION.

Maximum score. 30

SITUATIONS

FV-I Part A (Present Whole Paper Sack) See this paper bag?

- (1) What could you do with this paper bag if you had it?
- (2) What else could you do with this paper bag if you had it?
- (3)-(k) (Continue according to directions)

Part B (Present Torn Paper Sack) What if somebody tore your paper bag like this.

(1) What could you do with this paper bag if somebody tore it like this?

(2) What else could you do with the paper bag if somebody tore it like this?

(3)-(k) (Continue according to directions)

FV-II Part A (Present Long String) See this piece of string?

(1) What could you do with this piece of string if you had it?

(2) What else could you do with this piece of string if you had it?

(3)-(k) (Continue according to directions)

Part B (Present Two Short Strings) What if somebody cut your piece of string like this.

(1) What could you do with the string if somebody cut it into two pieces like this?

(2) What else could you do with the string if somebody cut it into two pieces like this?

(3)-(k) (Continue according to directions)

FV-III Part A (Present Long Stick) See this stick?

(1) What could you do with this stick if you had it?

(2) What else could you do with this stick if you had it?

(3)-(k) (Continue according to directions)

Part B (Present Two Short Sticks) What if somebody broke your stick like this.

(1) What could you do with the stick if somebody broke it into two pieces like this?

(2) What else could you do with the stick if somebody broke it into two pieces like this?

(3)-(k) (Continue according to directions)

FLEXIBILITY - VERBAL (XV)

Directions. The flexibility factor is represented by the uses given for the object, as altered under FV-Part B, which indicate a shift from the type of usage appropriate for the object as described under FV-Part A.

Scoring. Three points for each shift in use of the object given under FV-Part B. Nine points maximum is possible for each SITUATION.

Maximum score. 27

ORIGINALITY - VERBAL (OV)

Directions. The SITUATIONS in this test are grouped into two parts: Part A, Interpolation, and Part B, Identification. The responses given by the Subject are recorded without further questioning, except as indicated for SITUATION OV-II.

The Silhouette Cards used in Part B are presented to the Subject so that the cut corner is oriented to his upper left. The Subject, however may rotate the cards while responding to them, and the rotated position is recorded with the response given in terms of the location of the cut corner.

Scoring. Part A: (OV-I) One point for a common or expected statement. Five points for an uncommon or unexpected statement.

(OV-II) (1) One point for a common or expected object. Five points for an uncommon or unexpected object.

(2) One point for a common or expected function. Five points for an uncommon or unexpected function.

Part B: One point for a common non-functional response. Two points for common functional response. Four points for an uncommon non-functional response. Five points for an uncommon functional response.

Fifteen points maximum is possible each for Part A and for Part B.

Maximum score. 30

SITUATIONS

Part A - Interpolation

OV-I (Present Clown-Dog Card) See this silly clown? He's saying something to that doggie. What is that silly clown saying to the doggie?

OV-II (Present Bird with animation) See this birdie? One day this birdie was flying way up high in the sky; and when he was flying way up high in the sky he looked down at a tree and saw a funny thing.

(1) What funny thing was in the tree?

(2) What was . . . doing in the tree?

Part B - Identification

OV-III (Present Silhouette Card #1) See this picture? What is this picture about?

OV-IV (Present Silhouette Card #2) See this picture? What is this picture about?

OV-V (Present Silhouette Card #3) See this picture? What is this picture about?

ELABORATION - VERBAL (EV)

Directions. Sensitivity to detail represents the measure of elaboration in this test. After presenting the Outdoor Card with the instructions, do not encourage further responding, but allow sufficient time for the Subject to continue responding as he notices additional things in the picture.

Scoring. One point for each major aspect identified. Three points for each minor aspect identified. Five points for each detail identified.

Maximum score. 30

SITUATION

EV-I (Present Outdoor Card) See this picture?
Tell me all the things you see in this picture. Tell me everything.

REDEFINITION - VERBAL (RV)

Directions. The redefinition factor is represented by the variety of uses or functions which the Subject gives for the object under FV-Part A.

Scoring. Three points for each different function or use of the object given under FV-Part A. Nine points maximum is possible for each SITUATION.

Maximum score. 27

DIRECTIONS FOR ADMINISTERING
THE PERFORMANCE TESTS

SENSITIVITY TO PROBLEMS - PERFORMANCE (PP)

Directions. Sensitivity to defects or deficiencies is measured in this test. The Examiner questions until the Subject either has identified five defects on each card, or indicates that he is not able to respond further. The Subject may indicate awareness of the defect by verbal identification or by pointing.

Scoring. Two points for each defect or deficiency identified. Ten points maximum is possible for each SITUATION.

Maximum score. 30

SITUATIONS

PP-I (Present Card A) See this doggie?

(1) What's wrong with this doggie?

(2) Is there something else wrong with this doggie?

(3)-(5) (Continue according to directions)

PP-II (Present Card B) See this car?

(1) What's wrong with this car?

(2) Is there something else wrong with this car?

(3)-(5) (Continue according to directions)

PP-III (Present Card C) See this little boy?

(1) What's wrong with this little boy?

(2) Is there something else wrong with
this little boy?

(3)-(5) (Continue according to directions)

FLUENCY - PERFORMANCE (FP)

Directions. Each SITUATION in this test represents a different orientation to the same task. Since the Face Card is intended to serve only as a reference stimulus for the Subject, it should be promptly removed from the visual field as soon as the Flannel Circle and pieces for FP-I are presented.

The pieces to be placed for FP-I should be picked up and placed out of sight prior to presenting the pieces for FP-II. Both the Flannel Circle and pieces for FP-II should be picked up and placed out of sight prior to presenting the material for FP-III.

The Examiner allows the Subject to perform until he indicates that a closure has been made. The number of pieces placed by the Subject within one minute should be recorded so that the fluency score may be accurately determined.

The shape and location of each piece placed should be reproduced by the Examiner on the faces provided in the Test Record Form.

Scoring. FP-I, II: One point for each piece placed within the one minute time limit. Ten points maximum is possible for each SITUATION.

FP-III: One point for each piece formed or feature indicated. Three points for the formation of a reference face on which the pieces are placed or features indicated.

Maximum score. 30

SITUATIONS

(Present Face Card) See this? Somebody is making a picture of a face.

FP-I (Present Flannel Circle and flannel pieces)
Can you make a face with these things?

FP-II (Present bead pieces) Can you make a face with these things?

FP-III (Present Dough) Can you make a face with this?

FLEXIBILITY - PERFORMANCE (XP)

Directions. The flexibility factor is represented in this test by the ways in which the Subject is able to use a large crayon.

After each mark is made on the paper, the Examiner encourages additional performance by saying to the Subject, "Can you hold the crayon another way and make a mark?" The Examiner repeats this question six times.

Scoring. Two points for each shift in the manner in which the crayon is held. Five points for each shift in the surface of the crayon which comes in contact with the paper.

Maximum score. 30

SITUATION

XP-I (Present Crayon and paper) See this crayon?

- (1) Can you mark with it on this paper?
- (2) Can you hold the crayon another way and make a mark?
- (3)-(6) (Continue according to directions)

ORIGINALITY - PERFORMANCE (OV)

Directions. The ability to construct a purposeful object represents the measure of originality in this test.

The Examiner should allow sufficient time for the Subject to see how the pieces may be assembled, before introducing OP-I, (1), by demonstrating the following pieces:



OP-I, (2) should be initiated only after the Subject indicates that he has made a closure in the construction process.

Scoring. Five points for a common non-functional object. Ten points for a common functional object. Twenty points for an uncommon non-functional object. Twenty-five points for an uncommon functional object.

Maximum score. 30

SITUATION

OP-I (Empty tinker toys out onto table) See all these things? See how you can put them together? (Demonstrate according to directions)

- (1) Can you make something with all these things?
- (2) What did you make?
- (3) What (is, does) it (for, do)?

ELABORATION - PERFORMANCE (EP)

Directions. The elaboration factor is represented by the amount of information or detail produced in the SITUATIONS under FP, which is in excess of the basic features demonstrated on the Face Card.

Scoring. Five points for each feature indicated, excluding eyes, nose, and mouth.

Maximum score. 30

REDEFINITION - PERFORMANCE (RP)

Directions. This measure of redefinition is represented by the ability to use an identical piece or feature marking in a new way within the same SITUATION under FP.

Scoring. Three points for each instance in which the same piece or feature marking is used in a new (different way) within the same SITUATION. Nine points maximum is possible for each situation.

Maximum score. 27

TEST RECORD FORM for the CHILDREN'S INDIVIDUAL TEST OF CREATIVITY (C I T O C)

Subject Name _____

Date of Test _____ yr. _____ mo. _____ day

Address _____

Date of Birth _____

School _____

Chron. Age _____

Classification _____

Examiner _____

VERBAL SCORE _____

NOTES:

PERFORMANCE SCORE _____

TOTAL SCORE _____

SENSITIVITY TO PROBLEMS - VERBAL (PV)

	<u>Part A</u>	<u>Part B</u>
PV-I (1)		
(2)		
(3)		
(4)		
(5)		
PV-II (1)		
(2)		
(3)		
(4)		
(5)		
Part A Total Points		Part B Total Points

PV SCORE: _____ (Part A Total Points + Part B Total Points)

FLUENCY - VERBAL (FV)

FLEXIBILITY - VERBAL (XV)

	<u>Part A</u>	<u>Part B</u>
FV-I (1)		
(2)		
(3)		
(4)		
(5)		

(6)
(7)
(8)
(9)
(10)

FV-II

(1)
(2)-
(3)
(4)
(5)
(6)
(7)
(8)
(9)
(10)

FV-III

(1)
(2)
(3)
(4)
(5)
(6)
(7)
(8)
(9)
(10)

Part A Total Points _____

Part B Total Points _____

FV SCORE: _____ (Part A Total Points)

XV SCORE: _____ (Part B Total Points)

ORIGINALITY - VERBAL (OV)
Part A - Interpolation

Part B - Identification

OV-I		OV-III	
OV-II (1)		OV-IV	
OV-II (2)		OV-V	
Part A Total Points		Part B Total Points	

OV SCORE: _____ (Part A Total Points + Part B Total Points)

ELABORATION - VERBAL (EV)

EV-I			

EV SCORE: _____

REDEFINITION - VERBAL (RV)

(See FV-Part A)

RV SCORE: _____

SENSITIVITY TO PROBLEMS - PERFORMANCE (PP)

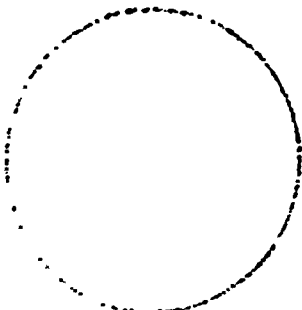
PP-I			

PP SCORE: _____

FLUENCY - PERFORMANCE (FP)

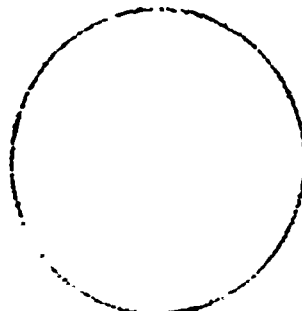
FP-I:
60" _____

Additional
Features:



FP-II:
60" _____

Additional
Features:



FP-III:
60" _____

Additional
Features:

FP SC. RE" _____ (No. of items placed within 60" on SITUATIONS I, II, III with maximum of 10 points for each SITUATION)

FLEXIBILITY - PERFORMANCE (XP)

_____	_____	_____
_____	_____	_____

XP SCORE: _____

ORIGINALITY - PERFORMANCE (OP)

OP-I (1) _____

(2) _____

OP SCORE: _____

ELABORATION - PERFORMANCE (EP) (See F-P, Additional Features)

_____	_____	_____
_____	_____	_____

EP SCORE: _____

REDEFINITION - PERFORMANCE (RP) (See F-P)

RP-I

RP-II

RP-III

_____	_____	_____
_____	_____	_____
_____	_____	_____

RP SCORE: _____

CRITICAL INCIDENT OBSERVATION RECORD

Procedural Notes

Format -

- The term critical incident as used herein is defined as a behavioral difficulty in a particular curriculum objective area, which may or may not later change to a behavioral competency.
- Each page of the observation record file is headed by a statement of a curriculum objective.
- Below the stated objective are examples of possible behavioral difficulties and behavioral competencies in that objective area.

The examples cited are only illustrations, and are not intended to be restrictive of what behaviors in the objective area might be observed and recorded.

Recording -

- Record only one critical incident on each page.
- When a behavioral change is demonstrated (i.e., when a behavioral difficulty becomes a behavioral competency) record it in the space provided.
- Below the recorded behavioral competency indicate what, in your judgment, appears to have (or have not) contributed to a change in behavior.

Once again, the sources listed are intended only as guideline suggestions.

- When completed, the observation record sheet is taken from the active observation record file and placed in the child's cumulative data folder.
- Replace the sheet removed with another for that objective area so that the active observation record file contains at least one incomplete observation record form for each curriculum objective area at all times.

Objective I-A: Body image and differentiation of body parts

EXAMPLES OF POSSIBLE BEHAVIORAL DIFFICULTIES IN OBJECTIVE AREA:	EXAMPLES OF POSSIBLE BEHAVIORAL COMPETENCIES IN OBJECTIVE AREA:
<ul style="list-style-type: none"> ◦ Child frowns, turns away, or in any other way rejects his mirror image ◦ Child places manikin cut-out parts together incorrectly 	<ul style="list-style-type: none"> ◦ Child smiles, waves, or in some way indicates satisfaction with mirror image ◦ Child places manikin cut-out parts together correctly
<p>Date _____ Observer _____</p>	<p>Date _____ Observer _____</p>

WHAT APPEARS TO HAVE (OR HAVE NOT) CONTRIBUTED TOWARD A CHANGE IN BEHAVIORAL COMPETENCY?

- People in contact with the child? (adults; other children)

- Curriculum experiences? (teacher directed activities; independent exploration of materials available in the environment).

- Other factors?

Objective I-B: Laterality and eye-hand coordination

<p>EXAMPLES OF POSSIBLE BEHAVIORAL DIFFICULTIES IN OBJECTIVE AREA:</p> <ul style="list-style-type: none"> ◦ While looking through a kaleidoscope, child <u>inconsistently</u> prefers use of right eye and hand or left eye and hand; <u>consistently</u> prefers use of right or left eye and opposite hand ◦ Child spills juice while pouring it from a container into his cup 	<p>EXAMPLES OF POSSIBLE BEHAVIORAL COMPETENCIES IN OBJECTIVE AREA:</p> <ul style="list-style-type: none"> ◦ While looking through a kaleidoscope, child consistently prefers use of right eye and hand, or left eye and hand ◦ Child does not spill juice while pouring it from a container into his cup
<p>Date _____ Observer _____</p>	<p>Date _____ Observer _____</p>

WHAT APPEARS TO HAVE (OR HAVE NOT) CONTRIBUTED TOWARD A CHANGE IN BEHAVIORAL COMPETENCY?

- People in contact with the child? (adults; other children)
- Curriculum experiences? (teacher directed activities; independent exploration of materials available in the environment)
- Other factors?

Objective I-C: Space-world perception; reality centered observation skills

EXAMPLES OF POSSIBLE BEHAVIORAL DIFFICULTIES IN OBJECTIVE AREA:	EXAMPLES OF POSSIBLE BEHAVIORAL COMPETENCIES IN OBJECTIVE AREA:
<ul style="list-style-type: none"> ◦ Child attempts to continue loading more blocks on the cart after its maximum accommodation has been reached ◦ Child attempts to remove fish from water after it has been pointed out that water is necessary for the life of the fish 	<ul style="list-style-type: none"> ◦ Child stops loading additional blocks on the cart after some fall, indicating its maximum accommodation has been reached ◦ Child does not attempt to remove fish from water in situations where there would be an opportunity to do so
Date _____ Observer _____	Date _____ Observer _____

WHAT APPEARS TO HAVE (OR HAVE NOT) CONTRIBUTED TOWARD A CHANGE IN BEHAVIORAL COMPETENCY?

- People in contact with the child? (adults; other children)

- Curriculum experiences? (teacher directed activities; independent exploration of materials available in the environment)

- Other factors?

Objective I-D: Form perception; part-whole, figure-ground

EXAMPLES OF POSSIBLE BEHAVIORAL DIFFICULTIES IN OBJECTIVE AREA:	EXAMPLES OF POSSIBLE BEHAVIORAL COMPETENCIES IN OBJECTIVE AREA:
<ul style="list-style-type: none"> ◦ Child is unable to match concrete object with a pictorial representation of the object; matches incorrectly from several alternatives ◦ Child does not demonstrate the ability to place two flannel board half-circles together to make a completed configuration 	<ul style="list-style-type: none"> > ◦ Child correctly matches concrete object with a pictorial representation of the object; matches correctly from several alternatives > ◦ Child is able to spontaneously place two flannel board half-circles together to make a completed configuration
Date _____ Observer _____	Date _____ Observer _____

WHAT APPEARS TO HAVE (OR HAVE NOT) CONTRIBUTED TOWARD A CHANGE IN BEHAVIORAL COMPETENCY?

- People in contact with the child? (adults; other children)
- Curriculum experiences? (teacher directed activities; independent exploration of materials available in the environment)
- Other factors?

Objective I-E: Sensory discrimination; tactile, auditory, visual, kinesthetic

EXAMPLES OF POSSIBLE BEHAVIORAL DIFFICULTIES IN OBJECTIVE AREA:	EXAMPLES OF POSSIBLE BEHAVIORAL COMPETENCIES IN OBJECTIVE AREA:
<ul style="list-style-type: none"> ◦ Child is unable to distinguish among different types of surface area, such as whether a piece of wood is rough or smooth ◦ Child is unable to select a rhythm instrument in terms of whether it produces a sound higher or lower than the reference sound 	<ul style="list-style-type: none"> ◦ Child is able to distinguish between rough and smooth pieces of wood ◦ Child is able to find a rhythm instrument that produces a sound higher or lower than the reference sound
Date _____ Observer _____	Date _____ Observer _____

WHAT APPEARS TO HAVE (OR HAVE NOT) CONTRIBUTED TOWARD A CHANGE IN BEHAVIORAL COMPETENCY?

- People in contact with the child? (adults; other children)
- Curriculum experiences? (teacher directed activities; independent exploration of materials available in the environment)
- Other factors?

Objective I-F: Muscle coordination; large, small

<p>EXAMPLES OF POSSIBLE BEHAVIORAL DIFFICULTIES IN OBJECTIVE AREA:</p> <ul style="list-style-type: none">◦ Child is unable to catch a rubber ball (12" diameter) on the bounce◦ Child is unable to hold up individual fingers while playing a singing-counting game <p>Date _____ Observer _____</p>	<p>EXAMPLES OF POSSIBLE BEHAVIORAL COMPETENCIES IN OBJECTIVE AREA:</p> <ul style="list-style-type: none">> ◦ Child is able to catch a rubber ball (12" diameter) on the bounce> ◦ Child is able to hold up a single finger while playing a singing-counting game <p>Date _____ Observer _____</p>
---	--

WHAT APPEARS TO HAVE (OR HAVE NOT) CONTRIBUTED TOWARD A CHANGE IN BEHAVIORAL COMPETENCY?

- People in contact with the child? (adults; other children)
- Curriculum experiences? (teacher directed activities; independent exploration of materials available in the environment)
- Other factors?

Objective I-G: Flexibility in motor control and ability to stop

EXAMPLES OF POSSIBLE BEHAVIORAL DIFFICULTIES IN OBJECTIVE AREA:

- Child has difficulty in keeping paint brush within the confines of the paper or material on which he is painting
- Child continues to hammer on nail or peg past the point of closure

Date _____ Observer _____

EXAMPLES OF POSSIBLE BEHAVIORAL COMPETENCIES IN OBJECTIVE AREA:

- Child seldom (if at all) runs off the paper while painting on it
- Child stops hammering on nail or peg after nail or peg is flush with pounding surface

Date _____ Observer _____

WHAT APPEARS TO HAVE (OR HAVE NOT) CONTRIBUTED TOWARD A CHANGE IN BEHAVIORAL COMPETENCY?

- People in contact with the child? (adults; other children)
- Curriculum experiences? (teacher directed activities; independent exploration of materials available in the environment)
- Other factors?

Objective I-H: Directionality

<p>EXAMPLES OF POSSIBLE BEHAVIORAL DIFFICULTIES IN OBJECTIVE AREA:</p> <ul style="list-style-type: none">◦ While attempting to simulate writing, child scribbles in a right to left sequence◦ Child exhibits confusion with up-down, and forward-backward movements <p>Date _____ Observer _____</p>	<p>EXAMPLES OF POSSIBLE BEHAVIORAL COMPETENCIES IN OBJECTIVE AREA:</p> <ul style="list-style-type: none">▷ ◦ While attempting to simulate writing, child scribbles in a left to right sequence▷ ◦ Child demonstrates knowledge of up-down, and forward-backward movements <p>Date _____ Observer _____</p>
---	---

WHAT APPEARS TO HAVE (OR HAVE NOT) CONTRIBUTED TOWARD A CHANGE IN BEHAVIORAL COMPETENCY?

- People in contact with the child? (adults; other children)

- Curriculum experiences? (teacher directed activities; independent exploration of materials available in the environment)

- Other factors?

Objective II-A: Group participation and sharing skills

<p>EXAMPLES OF POSSIBLE BEHAVIORAL DIFFICULTIES IN OBJECTIVE AREA:</p> <ul style="list-style-type: none"> ◦ Child requires teacher intervention before he is able to take "turns" in using equipment or materials ◦ Child is unable to take part in a group activity on an active (singing) or passive (listening) basis <p>Date _____ Observer _____</p>	<p>EXAMPLES OF POSSIBLE BEHAVIORAL COMPETENCIES IN OBJECTIVE AREA:</p> <ul style="list-style-type: none"> ◦ Child is able to reach an amicable agreement with another child regarding the shared use of equipment or materials ◦ Child takes part in group activities; actively, such as in singing; and passively such as in attentive listening experiences <p>Date _____ Observer _____</p>
---	--

WHAT APPEARS TO HAVE (OR HAVE NOT) CONTRIBUTED TOWARD A CHANGE IN BEHAVIORAL COMPETENCY?

- People in contact with the child? (adults; other children)
- Curriculum experiences? (teacher directed activities; independent exploration of materials available in the environment)
- Other factors?

CRITICAL INCIDENT OBSERVATION RECORD for _____
 (Name)

Objective II-B: Socially acceptable means of channeling expression of feeling

<p>EXAMPLES OF POSSIBLE BEHAVIORAL DIFFICULTIES IN OBJECTIVE AREA:</p> <ul style="list-style-type: none"> ◦ Child strikes out at a peer during conflict over use of equipment or materials ◦ Child disrupts others' work or activities in boisterous outburst <p>Date _____ Observer _____</p>	<p>EXAMPLES OF POSSIBLE BEHAVIORAL COMPETENCIES IN OBJECTIVE AREA:</p> <ul style="list-style-type: none"> > ◦ Child seeks out another activity following a peer conflict decided in favor of the other child > ◦ Child dances, or jumps about in glee in a way that does not jeopardize others' work <p>Date _____ Observer _____</p>
--	---

WHAT APPEARS TO HAVE (OR HAVE NOT) CONTRIBUTED TOWARD A CHANGE IN BEHAVIORAL COMPETENCY?

- People in contact with the child? (adults; other children)

- Curriculum experiences? (teacher directed activities; independent exploration of materials available in the environment)

- Other factors?

Objective II-C: Social interaction skills with adults and peers

EXAMPLES OF POSSIBLE BEHAVIORAL DIFFICULTIES IN OBJECTIVE AREA:	EXAMPLES OF POSSIBLE BEHAVIORAL COMPETENCIES IN OBJECTIVE AREA:
<ul style="list-style-type: none"> ◦ Child actively rejects teacher requests by hostile responses or refusal to act upon them ◦ Child rejects the attempts of other children to interact with him; withdraws from game situations 	<ul style="list-style-type: none"> ◦ Child willingly acts upon teacher requests; he initiates conversational exchanges with adults ◦ Child accepts attempts of other children to interact with him; approaches game situations
<p>Date _____ Observer _____</p>	<p>Date _____ Observer _____</p>
Empty space for notes	Empty space for notes

WHAT APPEARS TO HAVE (OR HAVE NOT) CONTRIBUTED TOWARD A CHANGE IN BEHAVIORAL COMPETENCY?

- People in contact with the child? (adults; other children)

- Curriculum experiences? (teacher directed activities; independent exploration of materials available in the environment)

- Other factors?

Objective II-D: Utilization of social-practical tools

<p>EXAMPLES OF POSSIBLE BEHAVIORAL DIFFICULTIES IN OBJECTIVE AREA:</p> <ul style="list-style-type: none"> ◦ Child does not demonstrate interest in opportunities to prepare nutrition ◦ Child rejects opportunity to take part in construction activities 	<p>EXAMPLES OF POSSIBLE BEHAVIORAL COMPETENCIES IN OBJECTIVE AREA:</p> <ul style="list-style-type: none"> ▷ ◦ Child acts upon opportunities to participate in preparing nutrition ▷ ◦ Child accepts opportunities to take part in construction activities
<p>Date _____ Observer _____</p>	<p>Date _____ Observer _____</p>

WHAT APPEARS TO HAVE (OR HAVE NOT) CONTRIBUTED TOWARD A CHANGE IN BEHAVIORAL COMPETENCY?

- People in contact with the child? (adults; other children)
- Curriculum experiences? (teacher directed activities; independent exploration of materials available in the environment)
- Other factors?

Objective II-E: Sensitivity to and expression of humor

<p>EXAMPLES OF POSSIBLE BEHAVIORAL DIFFICULTIES IN OBJECTIVE AREA:</p>	<p>EXAMPLES OF POSSIBLE BEHAVIORAL COMPETENCIES IN OBJECTIVE AREA:</p>
<ul style="list-style-type: none">◦ Child does not smile or laugh when listening to "funny" stories, records, or playing games◦ Child does not attempt to create a humorous image or situation either verbally or on a performance basis	<ul style="list-style-type: none">◦ Child laughs and appears to enjoy listening to "funny" stories, records, or playing games◦ Child attempts to create a humorous image or situation either verbally or on a performance basis
<p>Date _____ Observer _____</p>	<p>Date _____ Observer _____</p>

WHAT APPEARS TO HAVE (OR HAVE NOT) CONTRIBUTED TOWARD A CHANGE IN BEHAVIORAL COMPETENCY?

- People in contact with the child? (adults; other children)
- Curriculum experiences? (teacher directed activities; independent exploration of materials available in the environment)
- Other factors?

Objective II-F: Problem solving attitudes in terms of perseverance

EXAMPLES OF POSSIBLE BEHAVIORAL DIFFICULTIES IN OBJECTIVE AREA:	EXAMPLES OF POSSIBLE BEHAVIORAL COMPETENCIES IN OBJECTIVE AREA:
<ul style="list-style-type: none"> ◦ Child withdraws from attempting challenging yet surmountable tasks ◦ The child gives up easily when confronted with difficulties while performing an activity appropriate to his skill level 	<ul style="list-style-type: none"> ◦ Child attempts and carries through on challenging yet surmountable tasks. ◦ Child may withdraw momentarily when experiencing difficulties while performing an activity appropriate to his skill level, but then continues to work toward completion

WHAT APPEARS TO HAVE (OR HAVE NOT) CONTRIBUTED TOWARD A CHANGE IN BEHAVIORAL COMPETENCY?

- People in contact with the child? (adults; other children)
- Curriculum experiences? (teacher directed activities; independent exploration of materials available in the environment)
- Other factors?

CRITICAL INCIDENT OBSERVATION RECORD for _____ (Name)

Objective II-G: Skills in self-help and independence functions

EXAMPLES OF POSSIBLE BEHAVIORAL DIFFICULTIES IN OBJECTIVE AREA:

- Child is unable to take off or put on a cardigan sweater
- Child is unable to take care of himself in restroom procedures

Date _____ Observer _____

EXAMPLES OF POSSIBLE BEHAVIORAL COMPETENCIES IN OBJECTIVE AREA:

- > ◦ Child is able to take off and put on a cardigan sweater without need for assistance
- > ◦ Child requires no assistance in restroom procedures

Date _____ Observer _____

WHAT APPEARS TO HAVE (OR HAVE NOT) CONTRIBUTED TOWARD A CHANGE IN BEHAVIORAL COMPETENCY?

- People in contact with the child? (adults; other children)
- Curriculum experiences? (teacher directed activities; independent exploration of materials available in the environment)
- Other factors?

Objective III-A: Receptive language skills; understanding vocabulary

<p>EXAMPLES OF POSSIBLE BEHAVIORAL DIFFICULTIES IN OBJECTIVE AREA:</p> <ul style="list-style-type: none"> ◦ Child answers questions inappropriately during conversation or appears puzzled while the teacher is talking and reading aloud ◦ Child frequently asks questions which duplicate what has just been explained <p>Date _____ Observer _____</p>	<p>EXAMPLES OF POSSIBLE BEHAVIORAL COMPETENCIES IN OBJECTIVE AREA:</p> <ul style="list-style-type: none"> ▷ ◦ Child responds appropriately to questions during conversation or indicates non-verbally, while the teacher is talking and reading stories aloud that he understands what he hears ▷ ◦ Child asks questions which imply an understanding of what has just been explained <p>Date _____ Observer _____</p>
---	--

WHAT APPEARS TO HAVE (OR HAVE NOT) CONTRIBUTED TOWARD A CHANGE IN BEHAVIORAL COMPETENCY?

- People in contact with the child? (adults; other children)

- Curriculum experiences? (teacher directed activities; independent exploration of materials available in the environment)

- Other factors?

Objective III-B: Expressive language skills; working vocabulary

<p>EXAMPLES OF POSSIBLE BEHAVIORAL DIFFICULTIES IN OBJECTIVE AREA:</p> <ul style="list-style-type: none">◦ Child does not speak; he is not able to verbalize a need◦ Child uses words incorrectly in terms of their meaning	<p>EXAMPLES OF POSSIBLE BEHAVIORAL COMPETENCIES IN OBJECTIVE AREA:</p> <ul style="list-style-type: none">◦ Child speaks freely; and is able to verbalize a need◦ Child uses words correctly in terms of their meaning
<p>Date _____ Observer _____</p>	<p>Date _____ Observer _____</p>

WHAT APPEARS TO HAVE (OR HAVE NOT) CONTRIBUTED TOWARD A CHANGE IN BEHAVIORAL COMPETENCY?

- People in contact with the child? (adults; other children)
- Curriculum experiences? (teacher directed activities; independent exploration of materials available in the environment)
- Other factors?

Objective III-C: Problem solving skills

EXAMPLES OF POSSIBLE BEHAVIORAL DIFFICULTIES IN OBJECTIVE AREA:	EXAMPLES OF POSSIBLE BEHAVIORAL COMPETENCIES IN OBJECTIVE AREA:
<ul style="list-style-type: none">◦ Child does not resort to mobilizing ancillary materials or seek advice of others regarding methods of task approach◦ Child does not utilize an alternative approach when an initial method of solving a problem is insufficient	<ul style="list-style-type: none">▶ ◦ Child, through his own initiative, mobilizes ancillary materials or seeks the advice of others regarding methods of task approach▶ ◦ Child utilizes alternative approaches when an initial method of solving a problem proves insufficient
Date _____ Observer _____	Date _____ Observer _____

WHAT APPEARS TO HAVE (OR HAVE NOT) CONTRIBUTED TOWARD A CHANGE IN BEHAVIORAL COMPETENCY?

- People in contact with the child? (adults; other children)

- Curriculum experiences? (teacher directed activities; independent exploration of materials available in the environment)

- Other factors?

Objective III-D: Ability to follow directions

<p>EXAMPLES OF POSSIBLE BEHAVIORAL DIFFICULTIES IN OBJECTIVE AREA:</p> <ul style="list-style-type: none"> ◦ Child upon request, is unable to take his empty cup over to the trash and throw it away ◦ Child is unable to go over to a table, get a book, and bring it to the teacher 	<p>EXAMPLES OF POSSIBLE BEHAVIORAL COMPETENCIES IN OBJECTIVE AREA:</p> <ul style="list-style-type: none"> > ◦ Child, on request, takes his empty cup over to the trash and throws it away > ◦ Child is able to go over to a table, get a book, and bring it to the teacher for a story
<p>Date _____ Observer _____</p>	<p>Date _____ Observer _____</p>

WHAT APPEARS TO HAVE (OR HAVE NOT) CONTRIBUTED TOWARD A CHANGE IN BEHAVIORAL COMPETENCY?

- People in contact with the child? (adults; other children)
- Curriculum experiences? (teacher directed activities; independent exploration of materials available in the environment)
- Other factors?

CRITICAL INCIDENT OBSERVATION RECORD

Examples of Children Experiencing Behavior Difficulties in Migratory School.

IA. Body Image and Differentiation of Body Parts

- First time that many of the children had seen a mirror.
- Many of the children have difficulty in labeling arm, legs, etc.

B. Laterality and Eye-Hand Coordination

- Children don't know English and Spanish names of the words "left" and "right".
- Many of the Children do not know their right hand from their left.

C. Space-World Perception - no example

D. Form Perception

- After the story of the three little pigs, the students were asked to make up a story about the picture. Many of the children did not depict three (3) little pigs and one (1) wolf.

E. Sensory Discrimination

- Some children are unable to indicate that they can distinguish colors. Confusion of label with physical color.

F. Muscle Coordination

- Some children are unable to catch rubber ball.

G. Flexibility in Motor Control and Ability to Stop

- Some children don't paint only on the paper. They paint on the paper, table, walls, etc.
- Children attempt to pound ball in circular hole, rather than correctly turning ball so it snugly fits into slot.

H. Directionality

- One left handed child writes from right to left on black board.

IIA. Group Participation and Sharing Skills

- Children fight over playing ball, each wants to play ball alone.

●

- If the children don't feel like singing or dancing, you can't force them to do it.

B. Socially Acceptable Means of Channeling Expression of Feeling

- The children usually quarrel about the ball. Once the child becomes emotionally upset, the effectiveness for learning is frequently over for a couple of hours.

C. Social Interaction Skills with Adults and Peers

- When a child refuses to move from one activity to another, the teacher uses soft appropriate but firm words and keeps working at it he can get the child to move.
- Children try to touch hamster in cage on floor even after being told not to do so by teacher.

D. Utilization of Social-Practical Tools - no example

E. Sensitivity to and Expression of Humor

- Children seem to miss the point of funny stories both in English and Spanish. They laugh among themselves at their own situations but do not react with laughter at intentional funny stories that are read by the teacher.

F. Problem Solving Attitudes in Terms of Perseverance

- Children never say "this is too hard," but rather say "I don't know how to do it." When confronted by a difficult puzzle.
- Children give up on puzzles that are too difficult. They simply say, "I don't want to do this anymore."

G. Skills in Self-Help and Independence Functions

- One child didn't want to leave sandbox and games, so went to bathroom outside.

IIIA. Receptive Language Skills, Understanding Vocabulary

- Most children speak Spanish and only use English to sing songs and tell stories learned in school.

B. Expressive Language Skills; Working Vocabulary

- Express by gestures even more than by words--children hug teacher to express affection rather than say, "I like you teacher."

C. Problem Solving Skills

- Children have a tremendous lack of imagination; they leave work uncompleted if not told by the teacher to go on.

D. Ability to Follow Directions

- Some children fail to put play things away when asked to do so by the teacher.

PROJECT POTENTIAL: INTERPRETIVE GUIDE
FOR THE MEANING OF WORDS INVENTORY

N. S. Metfessel, Ph.D. and O. A. Rosenthal, Ph.D.

The failure of individuals to perform at a level commensurate with their ability has in recent years become one of the most critical areas of investigation in education. Numerous attempts have been made to identify those variables which contribute to achievement and/or underachievement whether it be student, teacher, or school administrator. To this effort, questionnaires, personality tests and inventories, as well as various projective techniques have been used to differentiate between those who can and do achieve and those who do not. The findings to date are still inconclusive although considerable data have been accumulated regarding the differences between achieving and underachieving persons.

The Meaning of Words Inventory is here offered as an objective method for measuring quantitatively, and in a relatively short period of time, the perceived meanings individuals have of significant concepts known to be related to achievement, thus enabling one to differentiate between those with the demonstrated and/or potential for successful achievement.

The role which differences in cultural and ethnic background play in developing attitudes toward achievement is basic to an understanding of the behavior of those individuals coming from such diverse environments (Goldberg, 1958). Underlying attitudes of self-perception, the perception of others, and of one's environment determine to a large extent one's behavior. These attitudes and values which an individual holds are less subject to change than his overt behavior, and their assessment would be highly desirable. However, measurement of attitudes and values has not developed to the extent that other areas of psychological assessment have (Cronbach, 1960).

The Meaning of Words Inventory, (Metfessel, 1958) hereafter referred to as the MOWI, is an adaptation of the Semantic Differential, described fully by Osgood et al (1957). By means of this technique, the psychological aspects of meaning can be subjected to quantitative measurement. Since Osgood's method was developed for research on perception, meaning, and attitudes, it seemed quite appropriate to utilize this technique in this investigation of achieving students, teachers, and school administrators because it provided a fresh approach to the measurement of the perceptions, attitudes, and connotative meaning of concepts specifically related to factors of achievement and non-achievement.

Description of Semantic Differentiation

What then is the Semantic Differential? It is a combination of controlled association and scaling procedures. By controlled association is meant that the individual is presented with a prescribed set of bipolar adjectival scales on which to judge a group of selected concepts. The scaling procedures consist of the number of steps per scale and the method of determining placement of each scale rating.

The subject taking the MOWI rates a specific concept previously validated against a theoretical model (Metfessel, 1958), the research literature, and pilot investigations, such as school, on a series of scales each consisting of a pair of adjectives opposite in meaning. The number of scales, and the type of adjectives, as well as the number and nature of the concepts used depends upon the purpose of the investigation--for example:

School

fair X : 3 : 2 : 1 : 0 : 1 : 2 : 3 unfair (y)

The scale positions are defined for the subject in the instructions. For each rating the direction and intensity of the association is indicated by the subject's free choice among a specified number of steps--seven for this instrument.

3. extremely x or extremely y
2. quite x or quite y
1. slightly x or slightly y
0. neither x nor y; equally x and y

Factor Analysis of Semantic Differentiation

Through the method of factor analysis Osgood et al, found that the polar adjective scales represented the major dimensions along which semantic meanings, as referred to by Morris (1946), may vary. The authors have postulated a multidimensional space in which each semantic scale is assumed to represent a straight line function that passes through the origin of this space. The larger the number of scales used and the more representative of the various dimensions they are, the better defined is the semantic space for a particular concept.

Three demensions or factors have emerged throughout most of the factor analyses made, and in approximately the same orders of magnitude: evaluation, potency, and activity. The evaluative factor regularly appears first and accounts for the largest percent of the total variance. This factor can be considered as the attitudinal variable in human thinking. The potency factor accounts for about half the variance of the first factor, and is related to power and other attributes associated with it, such as size, weight, and toughness. The third factor, activity, relates to quickness, excitement, warmth, agitation and is approximately the same size as the potency factor.

Description of Meaning of Words Inventory (MOWI)

The MOWI is an instrument in which the semantic differential method is applied in an attempt to assess critical attitudinal and motivational factors related to problems of achievement and non-achievement of students, teachers, and school administrators.

Structure

The inventory contains 30 concepts selected on the basis of research findings (Metfessel, 1958-1961) related to the problem of the achievement motive. There are nine scales, three for each factor, having maximum loadings on each of the factors of evaluation, potency, and activity. These scales were chosen from a table of rotated factor loadings obtained by Thurston's Centroid Method of factorization (Osgood et al 1957). Each pairing of a concept with a scale comprises one item. This means that the MOWI consists of a 270 item, (30 concepts x nine scales) instrument.

Content

Concepts

The thirty concepts were originally validated against a theoretical model (Metfessel, 1958) to represent ten major critical factor areas found to be concerned with the achievement motivation complex. These areas are the following:

1. Critical factors in Academic Associations
2. Critical factors in Social Needs and Abilities
3. Critical factors in Need for Adult Approval
4. Critical factors in Moral and Social Value Systems
5. Critical factors in the Perceived Utility of School Experiences
6. Critical factors in Success Pattern Orientation
7. Critical factors in Identification with Authority Symbols and Systems
8. Critical factors in Goal Direction Short Range and Long Range
9. Critical factors in Self-Concept Dynamics
10. Critical factors in Spontaneous Interests

The following is a breakdown of the concepts in each of the ten major areas:

1. Associations

Teachers, Ideal Teacher, Students Who Get Good Grades, Students Who Get Poor Grades

2. Social Relationships

Classmates, My Best Friends, Older Kids

3. Adult Approval

Grownups, Parents, Ideal Parents, Most People

4. Moral and Social Values

Trying Hard, Cheating

5. Perceived Utility of School Experience

Homework, Arithmetic, Taking Tests, School,
Reading, Studying

6. Success Patterns

First Grade, My Grades, Rich People, Poor People

7. Authority Relationships

Rules, Discipline

8. Goal Direction

College, Success, Future

9. Self-Concept

How My Class Sees Me, Me, My School Ability,
How I'd Like To Be

10. Spontaneous Interest

Clubs and Organizations

Scales

The thirty concepts were differentiated against nine polar adjective scales representing the three major factors of evaluation, potency, and activity. The scales used for the evaluative factor were fair-unfair, pleasant-unpleasant, and sweet-sour. The potency factor was represented by the scales strong-weak, large-small, and heavy-light. The scales active-passive, sharp-dull, and fast-slow represented the activity factor.

Placement of Items

Two concepts were randomly assigned to each page providing fifteen pages and a sheet of instructions. The nine bipolar scales were

2. Social Relationships

Classmates, My Best Friends, Older Kids

3. Adult Approval

Grownups, Parents, Ideal Parents, Most People

4. Moral and Social Values

Trying Hard, Cheating

5. Perceived Utility of School Experience

Homework, Arithmetic, Taking Tests, School,
Reading, Studying

6. Success Patterns

First Grade, My Grades, Rich People, Poor People

7. Authority Relationships

Rules, Discipline

8. Goal Direction

College, Success, Future

9. Self-Concept

How My Class Sees Me, Me, My School Ability,
How I'd Like To Be

10. Spontaneous Interest

Clubs and Organizations

Scales

The thirty concepts were differentiated against nine polar adjective scales representing the three major factors of evaluation, potency, and activity. The scales used for the evaluative factor were fair-unfair, pleasant-unpleasant, and sweet-sour. The potency factor was represented by the scales strong-weak, large-small, and heavy-light. The scales active-passive, sharp-dull, and fast-slow represented the activity factor.

Placement of Items

Two concepts were randomly assigned to each page providing fifteen pages and a sheet of instructions. The nine bipolar scales were

rotated so that one scale for each factor followed consecutively and in the same order of magnitude obtained from factor analysis (Osgood, 1957). The direction of the favorable end of the scales was also rotated in order to prevent response sets or the effects of positioning upon the subject. For example, on the evaluation factor, fair - - - unfair, but then unpleasant - - - pleasant.

Administration and Scoring

The MOWI can be given individually or in groups. The instructions for administering the inventory vary with the type of form used to record responses. However, the format generally follows that suggested by Osgood (1957) for use with the Semantic Differential technique. Maximum time for administration of the 270 items is forty-five minutes.

Scoring may be done manually or by machine. The raw data consist of (check) marks made on each of the nine bipolar scales. These marks have been assigned the numerical values of - 3, - 2, - 1, 0, + 1, +2, and +3. For purposes of this study, the numerical values 1, 2, 3, 4, 5, 6, and 7 correspond respectively to the algebraic scale values.

Thus: fair X $\frac{\quad}{+3}$ $\frac{\quad}{+2}$ $\frac{\quad}{+1}$ $\frac{\quad}{0}$ $\frac{\quad}{-1}$ $\frac{\quad}{-2}$ $\frac{\quad}{-3}$ unfair
 or
 7 6 5 4 3 2 1

The numerical value of 4 then denotes neutrality of judgment. The integer "7" represents the fair, pleasant, sweet, large, heavy, strong, sharp, fast and active poles of the scales; the unpleasant, sour, light, small, unfair, weak, dull, slow and passive are represented by the integer "1".

Analysis of Data

The scores on each of the three scales for the evaluative factor for a particular concept are summed and averaged. The same procedure is followed for the potency and activity factors. These scores are known as factor scores. Each differentiation of a concept by a group of subjects therefore yields three scores. Since the MOWI contains 30 concepts, a total of 90 (30 x 3) scores is produced. In this fashion, the meaning of a concept to a particular group is defined operationally as the set of averaged factor scores for each concept. For achievers we can say that "Teachers" are favorably potent, and active, and that "cheating" is unfavorable, weak, and passive. The data thus obtained may be analyzed in various ways.

A statistical analysis comparing mean factor scores for different groups on a single bipolar score for a given concept, is also carried out. The significance of differences between individual or factor scores may be determined statistically (Osgood 1957).

The graphic method of plotting the mean raw scores on the individual scales produces a series of profiles for each concept, and enables one to observe changes in perceived or attitude meaning which may occur between testing situations, or to make comparisons between groups of subjects on the same test; for example, boys versus girls or achievers versus underachievers.

Another graphic procedure is the plotting of mean factor scores for a given group. The resulting model indicates the conceptual structure for the group. This method enables one to visualize the semantic spaces for the differentiated concepts.

The Distances Formula

It is also possible to express these similarities and distances in meaning quantitatively. This can be done by the generalized distance formula of solid geometry (Osgood 1957), which takes the difference between the scores of any two concepts on each factor squares this difference, sums the squares, and extracts the square root of the sum by obtaining distance scores of "D"'s in this manner it is possible not only to determine the similarity between concepts but it can also be applied in the comparison of subjects or groups of subjects on how similarly they perceive concepts. For example, how similar are the meanings of "Parents" for achievers and underachievers as compared with their meanings of "Teachers"? Applying the generalized distance formulas D's are obtained for distances between perceived meaning of the two groups on the same concept. Additional descriptive measures obtained from semantic differential data may be found in Osgood et al (1957).

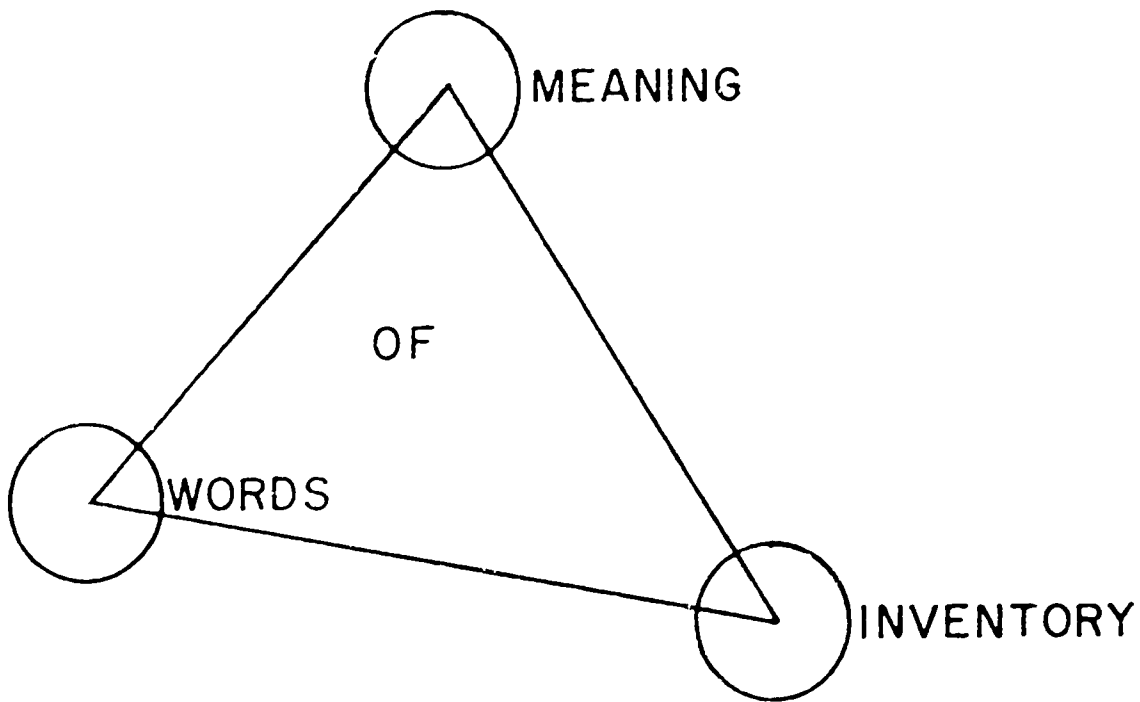
Concluding Statement

The semantic differential technique utilized by the MOWI permits us to obtain a number of descriptive measures--individual scale scores, factor scores, distance or D' scores and conceptual structures for individuals and/or groups. In this investigation it is a comparison of individual responses with achiever profiles which is of prime concern. The use of machine scoring also facilitates comparisons between many different groups in various ways, providing us with a multi-variable approach to the measurement of the multidimensional aspects of meaning.



PROJECT POTENTIAL

NEWTON S. METFESSEL, Ph. D., Principal Investigator
Director, Bureau of Educational Research
University of Southern California



These test materials may be reproduced only with permission of the Director, Bureau of Educational Research, University of Southern California. No further reproduction permitted, without written permission from the same source.

INSTRUCTIONS: (To be read silently while examiner reads aloud.)

This is a test to measure the meaning of words. The same words may often mean different things to different people. Mark each item according to what it means to you. On each page of this booklet you will find two words or groups of words, one at the top and one in the middle of the page. Beneath each of them is a set of scales. Here is how you are to use these scales:

If you feel that what you are judging is very close to one end of the scale you should mark out the number as follows:

FAIR	3	:2:	:::	:0:	:::	:2:	:3:	UNFAIR
FAIR	:3:	:2:	:::	:0:	:::	:2:	3	UNFAIR

If you feel that the word or words are quite close to one or the other end of the scale, (but not very close), you should mark out the number as follows:

STRONG	:3:	2	:::	:0:	:::	:2:	:3:	WEAK
STRONG	:3:	:2:	:::	:0:	:::	2	:3:	WEAK

If what you are judging seems only slightly related to one or the other end of the scale, you should mark out the number as follows:

ACTIVE	:3:	:2:	1	:0:	:::	:2:	:3:	PASSIVE
ACTIVE	:3:	:2:	:::	:0:	1	:2:	:3:	PASSIVE

If you feel that what you are judging is as close to one end of the scale as the other, or that the scale has nothing to do with what you are judging, then mark out the number in the middle space.

SWEET	:3:	:2:	:::	0	:::	:2:	:3:	SOUR
-------	-----	-----	-----	--------------	-----	-----	-----	------

IMPORTANT

1. Make your marks through the number in the middle of the spaces, not on the boundaries.

:3:	:2:	:::	:0:	<u>1</u>	:2:	:3:
				this		
:3:	:2:	:::	:0:	<u>1</u>	:2:	:3:
				not this		

2. Be sure to check every scale for every word. Do not omit any.
3. Never put more than one mark on a line.
4. Each item should be judged separately. Sometimes you may feel as though you have had the same item before on the test. This will not be the case, so do not look back and forth through the items. Do not try to remember how you checked similar items earlier in the test.
5. Do not spend too much time on any item. It is your first impressions, the immediate feelings about the items that we want. On the other hand, please do not be careless because we want your true impressions.

NAME _____ GRADE _____ SEX _____ DATE OF BIRTH _____
 LAST MIDDLE FIRST M OR F YEAR MONTH DAY
 AGE _____ SCHOOL _____ CITY _____
 YEAR MONTH DAY

TEACHER _____

CODE	NUMBER	0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
PUPIL	NUMBER	0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9

01286

BE SURE TO MAKE YOUR MARKS HEAVY AND BLACK

ERASE COMPLETELY ANY ANSWERS YOU WISH TO CHANGE.

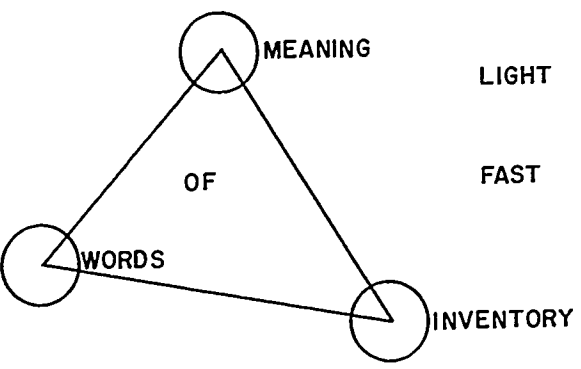
ON FIRST SHEET ONLY

FILL IN SEX: BOY GIRL

FILL IN GRADE: 1st 2nd 3rd 4th 5th 6th 7th 8th 9th

SUCCESS

FAIR	3	2	1	0	1	2	3	UNFAIR
WEAK	3	2	1	0	1	2	3	STRONG
UNPLEASANT	3	2	1	0	1	2	3	PLEASANT
ACTIVE	3	2	1	0	1	2	3	PASSIVE
LARGE	3	2	1	0	1	2	3	SMALL
DULL	3	2	1	0	1	2	3	SHARP
SWEET	3	2	1	0	1	2	3	SOUR



RULES

SOUR	3	2	1	0	1	2	3	SWEET
HEAVY	3	2	1	0	1	2	3	LIGHT
SLOW	3	2	1	0	1	2	3	FAST
PLEASANT	3	2	1	0	1	2	3	UNPLEASANT
SMALL	3	2	1	0	1	2	3	LARGE
SHARP	3	2	1	0	1	2	3	DULL
UNFAIR	3	2	1	0	1	2	3	FAIR
STRONG	3	2	1	0	1	2	3	WEAK
PASSIVE	3	2	1	0	1	2	3	ACTIVE

NAME _____ GRADE _____ SEX _____ DATE OF BIRTH _____
LAST MIDDLE FIRST M OR F YEAR MONTH DAY

DATE _____ AGE _____ SCHOOL _____ CITY _____
YEAR MONTH DAY

TEACHER _____

CODE NUMBER	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
PUPIL NUMBER	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

02286

BE SURE TO MAKE YOUR MARKS HEAVY AND BLACK

ERASE COMPLETELY ANY ANSWERS YOU WISH TO CHANGE.

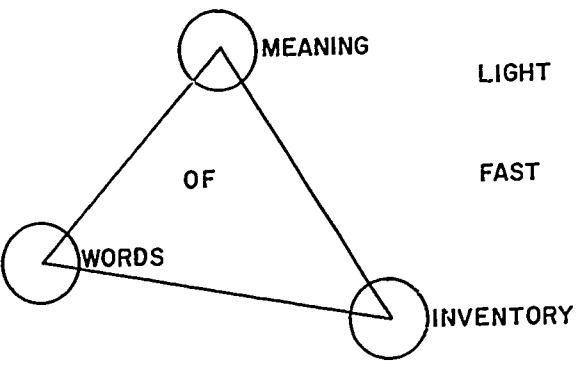
ON FIRST SHEET ONLY

FILL IN SEX: BOY GIRL

FILL IN GRADE: 1st 2nd 3rd 4th 5th 6th 7th 8th 9th

MOST PEOPLE

FAIR	3	2	1	0	1	2	3	UNFAIR
WEAK	3	2	1	0	1	2	3	STRONG
UNPLEASANT	3	2	1	0	1	2	3	PLEASANT
ACTIVE	3	2	1	0	1	2	3	PASSIVE
LARGE	3	2	1	0	1	2	3	SMALL
DULL	3	2	1	0	1	2	3	SHARP
SWEET	3	2	1	0	1	2	3	SOUR
LIGHT	3	2	1	0	1	2	3	HEAVY
FAST	3	2	1	0	1	2	3	SLOW



HOMEWORK

SOUR	3	2	1	0	1	2	3	SWEET
HEAVY	3	2	1	0	1	2	3	LIGHT
SLOW	3	2	1	0	1	2	3	FAST
PLEASANT	3	2	1	0	1	2	3	UNPLEASANT
SMALL	3	2	1	0	1	2	3	LARGE
SHARP	3	2	1	0	1	2	3	DULL
UNFAIR	3	2	1	0	1	2	3	FAIR
STRONG	3	2	1	0	1	2	3	WEAK
PASSIVE	3	2	1	0	1	2	3	ACTIVE

NAME _____ GRADE _____ SEX _____ DATE OF BIRTH _____
LAST MIDDLE FIRST M OR F YEAR MONTH DAY

DATE _____ AGE _____ SCHOOL _____ CITY _____
YEAR MONTH DAY

TEACHER _____

C O O F	N U M B E R	0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
P U P I L	N U M B E R	0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9

03286

BE SURE TO MAKE YOUR MARKS
HEAVY AND BLACK

ERASE COMPLETELY ANY ANSWERS
YOU WISH TO CHANGE.

ON FIRST SHEET ONLY

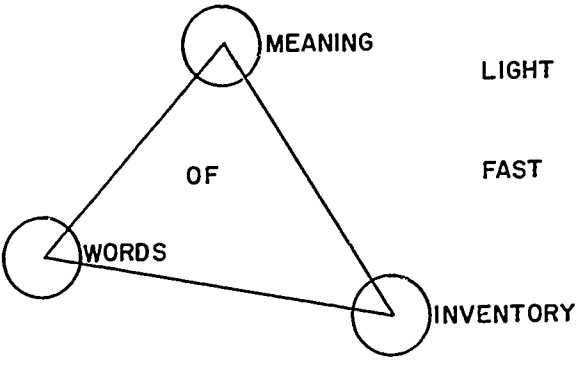
FILL IN SEX: BOY GIRL

FILL IN GRADE: 1st 2nd 3rd 4th 5th 6th 7th 8th 9th

STUDENTS WHO GET GOOD GRADES

FAIR	3	2	1	0	1	2	3	UNFAIR
WEAK	3	2	1	0	1	2	3	STRONG
UNPLEASANT	3	2	1	0	1	2	3	PLEASANT
ACTIVE	3	2	1	0	1	2	3	PASSIVE
LARGE	3	2	1	0	1	2	3	SMALL
DULL	3	2	1	0	1	2	3	SHARP
SWEET	3	2	1	0	1	2	3	SOUR
LIGHT	3	2	1	0	1	2	3	HEAVY
FAST	3	2	1	0	1	2	3	SLOW
SOUR	3	2	1	0	1	2	3	SWEET
HEAVY	3	2	1	0	1	2	3	LIGHT
SLOW	3	2	1	0	1	2	3	FAST
PLEASANT	3	2	1	0	1	2	3	UNPLEASANT
SMALL	3	2	1	0	1	2	3	LARGE
SHARP	3	2	1	0	1	2	3	DULL
UNFAIR	3	2	1	0	1	2	3	FAIR
STRONG	3	2	1	0	1	2	3	WEAK
PASSIVE	3	2	1	0	1	2	3	ACTIVE

DISCIPLINE



NAME _____ GRADE _____ SEX _____ DATE OF BIRTH _____
LAST MIDDLE FIRST M OR F YEAR MONTH DAY

DATE _____ AGE _____ SCHOOL _____ CITY _____
YEAR MONTH DAY

TEACHER _____

CODE NUMBER	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
PUPIL NUMBER	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

04286

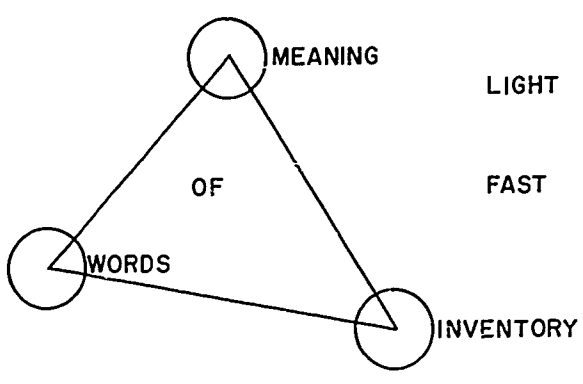
BE SURE TO MAKE YOUR MARKS
HEAVY AND BLACK

ERASE COMPLETELY ANY ANSWERS
YOU WISH TO CHANGE.

ON FIRST SHEET ONLY	FILL IN SEX	BOY	GIRL									
	FILL IN GRADE	1st	2nd	3rd	4th	5th	6th	7th	8th	9th		

MY FUTURE

FAIR	3	2	1	0	1	2	3	UNFAIR
WEAK	3	2	1	0	1	2	3	STRONG
UNPLEASANT	3	2	1	0	1	2	3	PLEASANT
ACTIVE	3	2	1	0	1	2	3	PASSIVE
LARGE	3	2	1	0	1	2	3	SMALL
DULL	3	2	1	0	1	2	3	SHARP
SWEET	3	2	1	0	1	2	3	SOUR
LIGHT	3	2	1	0	1	2	3	HEAVY
FAST	3	2	1	0	1	2	3	SLOW



ARITHMETIC

SOUR	3	2	1	0	1	2	3	SWEET
HEAVY	3	2	1	0	1	2	3	LIGHT
SLOW	3	2	1	0	1	2	3	FAST
PLEASANT	3	2	1	0	1	2	3	UNPLEASANT
SMALL	3	2	1	0	1	2	3	LARGE
SHARP	3	2	1	0	1	2	3	DULL
UNFAIR	3	2	1	0	1	2	3	FAIR
STRONG	3	2	1	0	1	2	3	WEAK
PASSIVE	3	2	1	0	1	2	3	ACTIVE

NAME: LAST _____ MIDDLE _____ FIRST _____ GRADE _____ SEX _____ M OR F DATE OF BIRTH: YEAR _____ MONTH _____ DAY _____
 AGE _____ SCHOOL _____ CITY _____

TEACHER _____

CODE NUMBER	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
PUPIL NUMBER	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

05286

BE SURE TO MAKE YOUR MARKS HEAVY AND BLACK

ERASE COMPLETELY ANY ANSWERS YOU WISH TO CHANGE.

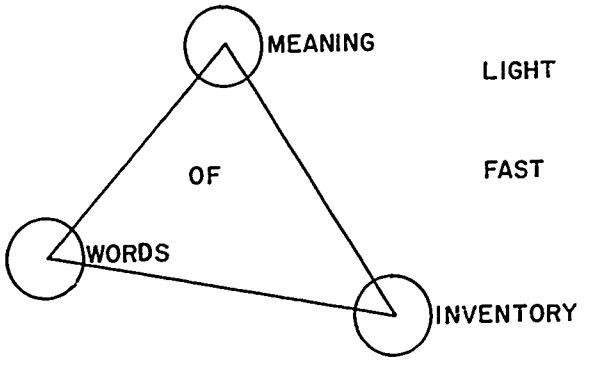
ON FIRST SHEET ONLY

FILL IN SEX: BOY GIRL

FILL IN GRADE: 1st 2nd 3rd 4th 5th 6th 7th 8th 9th

TAKING TESTS

FAIR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	UNFAIR
WEAK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	STRONG
UNPLEASANT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PLEASANT
ACTIVE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PASSIVE
LARGE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SMALL
DULL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SHARP
SWEET	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SOUR
LIGHT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	HEAVY
FAST	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SLOW
SOUR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SWEET
HEAVY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LIGHT
SLOW	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	FAST
PLEASANT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	UNPLEASANT
SMALL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LARGE
SHARP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	DULL
UNFAIR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	FAIR
STRONG	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	WEAK
PASSIVE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ACTIVE



SCHOOL

NAME _____ GRADE _____ SEX _____ DATE OF BIRTH _____
LAST MIDDLE FIRST M OR F YEAR MONTH DAY

DATE _____ AGE _____ SCHOOL _____ CITY _____
YEAR MONTH DAY

TEACHER _____

CODE NUMBER	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
PUPIL NUMBER	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

06286

BE SURE TO MAKE YOUR MARKS
HEAVY AND BLACK

ERASE COMPLETELY ANY ANSWERS
YOU WISH TO CHANGE.

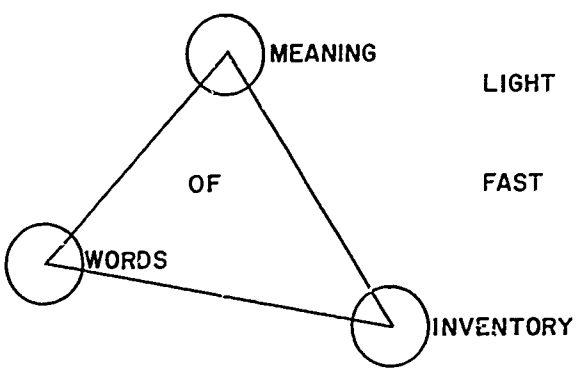
ON FIRST SHEET ONLY

FILL IN SEX: BOY GIRL

FILL IN GRADE: 1st 2nd 3rd 4th 5th 6th 7th 8th 9th

COLLEGE

FAIR	3	2	1	0	1	2	3	UNFAIR
WEAK	3	2	1	0	1	2	3	STRONG
UNPLEASANT	3	2	1	0	1	2	3	PLEASANT
ACTIVE	3	2	1	0	1	2	3	PASSIVE
LARGE	3	2	1	0	1	2	3	SMALL
DULL	3	2	1	0	1	2	3	SHARP
SWEET	3	2	1	0	1	2	3	SOUR
LIGHT	3	2	1	0	1	2	3	HEAVY
FAST	3	2	1	0	1	2	3	SLOW



HOW MY CLASSMATES SEE ME

SOUR	3	2	1	0	1	2	3	SWEET
HEAVY	3	2	1	0	1	2	3	LIGHT
SLOW	3	2	1	0	1	2	3	FAST
PLEASANT	3	2	1	0	1	2	3	UNPLEASANT
SMALL	3	2	1	0	1	2	3	LARGE
SHARP	3	2	1	0	1	2	3	DULL
UNFAIR	3	2	1	0	1	2	3	FAIR
STRONG	3	2	1	0	1	2	3	WEAK
PASSIVE	3	2	1	0	1	2	3	ACTIVE

LAST MIDDLE FIRST GRADE SEX M OR F DATE OF BIRTH YEAR MONTH DAY
 YEAR MONTH DAY AGE SCHOOL CITY

TEACHER _____

CODE NUMBER	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
PUPIL NUMBER	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

07286

BE SURE TO MAKE YOUR MARKS HEAVY AND BLACK

ERASE COMPLETELY ANY ANSWERS YOU WISH TO CHANGE.

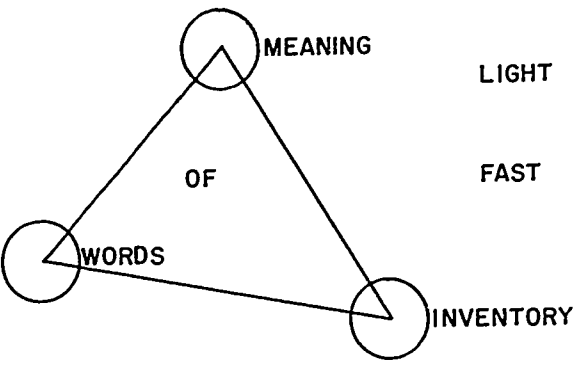
ON FIRST SHEET ONLY

FILL IN SEX: BOY, GIRL

FILL IN GRADE: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th

GROWN UPS

FAIR	3	2	1	0	1	2	3	UNFAIR
WEAK	3	2	1	0	1	2	3	STRONG
UNPLEASANT	3	2	1	0	1	2	3	PLEASANT
ACTIVE	3	2	1	0	1	2	3	PASSIVE
LARGE	3	2	1	0	1	2	3	SMALL
DULL	3	2	1	0	1	2	3	SHARP
SWEET	3	2	1	0	1	2	3	SOUR
LIGHT	3	2	1	0	1	2	3	HEAVY
FAST	3	2	1	0	1	2	3	SLOW



CLUBS AND ORGANIZATIONS

SOUR	3	2	1	0	1	2	3	SWEET
HEAVY	3	2	1	0	1	2	3	LIGHT
SLOW	3	2	1	0	1	2	3	FAST
PLEASANT	3	2	1	0	1	2	3	UNPLEASANT
SMALL	3	2	1	0	1	2	3	LARGE
SHARP	3	2	1	0	1	2	3	DULL
UNFAIR	3	2	1	0	1	2	3	FAIR
STRONG	3	2	1	0	1	2	3	WEAK
PASSIVE	3	2	1	0	1	2	3	ACTIVE

NAME _____ GRADE _____ SEX _____ DATE OF BIRTH _____
 LAST MIDDLE FIRST M OR F YEAR MONTH DAY
 DATE _____ AGE _____ SCHOOL _____ CITY _____
 YEAR MONTH DAY

TEACHER _____

CODE NUMBER	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
PUPIL NUMBER	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

08286

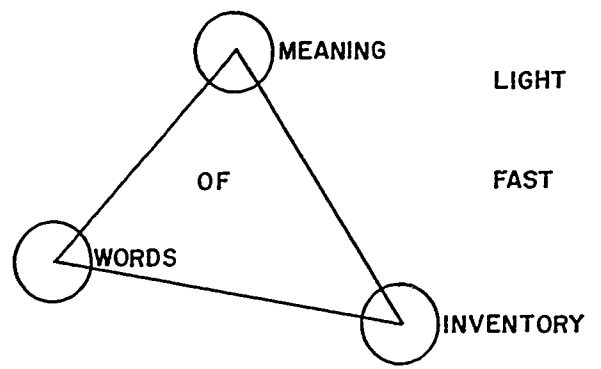
BE SURE TO MAKE YOUR MARKS HEAVY AND BLACK

ERASE COMPLETELY ANY ANSWERS YOU WISH TO CHANGE.

ON FIRST SHEET ONLY	FILL IN SEX	BOY	GIRL							
	FILL IN GRADE	1st	2nd	3rd	4th	5th	6th	7th	8th	9th

POOR PEOPLE

FAIR	::3::	::2::	::1::	::0::	::1::	::2::	::3::	UNFAIR
WEAK	::3::	::2::	::1::	::0::	::1::	::2::	::3::	STRONG
UNPLEASANT	::3::	::2::	::1::	::0::	::1::	::2::	::3::	PLEASANT
ACTIVE	::3::	::2::	::1::	::0::	::1::	::2::	::3::	PASSIVE
LARGE	::3::	::2::	::1::	::0::	::1::	::2::	::3::	SMALL
DULL	::3::	::2::	::1::	::0::	::1::	::2::	::3::	SHARP
SWEET	::3::	::2::	::1::	::0::	::1::	::2::	::3::	SOUR
LIGHT	::3::	::2::	::1::	::0::	::1::	::2::	::3::	HEAVY
FAST	::3::	::2::	::1::	::0::	::1::	::2::	::3::	SLOW



FIRST GRADE

SOUR	::3::	::2::	::1::	::0::	::1::	::2::	::3::	SWEET
HEAVY	::3::	::2::	::1::	::0::	::1::	::2::	::3::	LIGHT
SLOW	::3::	::2::	::1::	::0::	::1::	::2::	::3::	FAST
PLEASANT	::3::	::2::	::1::	::0::	::1::	::2::	::3::	UNPLEASANT
SMALL	::3::	::2::	::1::	::0::	::1::	::2::	::3::	LARGE
SHARP	::3::	::2::	::1::	::0::	::1::	::2::	::3::	DULL
UNFAIR	::3::	::2::	::1::	::0::	::1::	::2::	::3::	FAIR
STRONG	::3::	::2::	::1::	::0::	::1::	::2::	::3::	WEAK
PASSIVE	::3::	::2::	::1::	::0::	::1::	::2::	::3::	ACTIVE

LAST _____ MIDDLE _____ FIRST _____ GRADE _____ SEX _____ M OR F DATE OF BIRTH _____ YEAR _____ MONTH _____ DAY _____
 YEAR _____ MONTH _____ DAY _____ AGE _____ SCHOOL _____ CITY _____

TEACHER _____

CODE	NUMBER	IDENTIFICATION NUMBER									
		0	1	2	3	4	5	6	7	8	9
PUPIL	NUMBER	0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9

09286

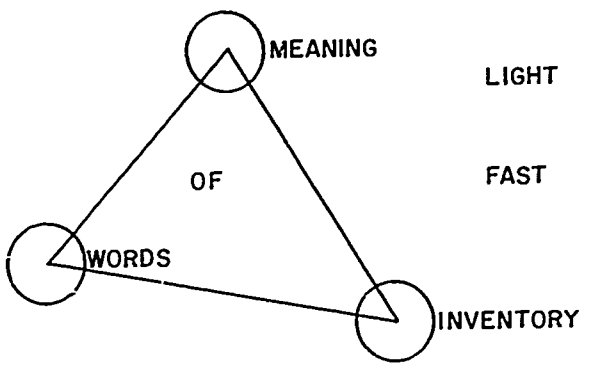
BE SURE TO MAKE YOUR MARKS
HEAVY AND BLACK

ERASE COMPLETELY ANY ANSWERS
YOU WISH TO CHANGE.

ON FIRST SHEET ONLY
 FILL IN SEX: BOY GIRL
 FILL IN GRADE: 1st 2nd 3rd 4th 5th 6th 7th 8th 9th

MY GRADES

FAIR	3	2	1	0	1	2	3	UNFAIR
WEAK	3	2	1	0	1	2	3	STRONG
UNPLEASANT	3	2	1	0	1	2	3	PLEASANT
ACTIVE	3	2	1	0	1	2	3	PASSIVE
LARGE	3	2	1	0	1	2	3	SMALL
DULL	3	2	1	0	1	2	3	SHARP
SWEET	3	2	1	0	1	2	3	SOUR
LIGHT	3	2	1	0	1	2	3	HEAVY
FAST	3	2	1	0	1	2	3	SLOW



RICH PEOPLE

SOUR	3	2	1	0	1	2	3	SWEET
HEAVY	3	2	1	0	1	2	3	LIGHT
SLOW	3	2	1	0	1	2	3	FAST
PLEASANT	3	2	1	0	1	2	3	UNPLEASANT
SMALL	3	2	1	0	1	2	3	LARGE
SHARP	3	2	1	0	1	2	3	DULL
UNFAIR	3	2	1	0	1	2	3	FAIR
STRONG	3	2	1	0	1	2	3	WEAK
PASSIVE	3	2	1	0	1	2	3	ACTIVE

LAST _____ MIDDLE _____ FIRST _____ GRADE _____ SEX _____ M OR F DATE OF BIRTH _____ YEAR _____ MONTH _____ DAY _____
 YEAR _____ MONTH _____ DAY _____ AGE _____ SCHOOL _____ CITY _____
 TACHER _____

BOOK NUMBER	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
PAGE NUMBER	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

10286

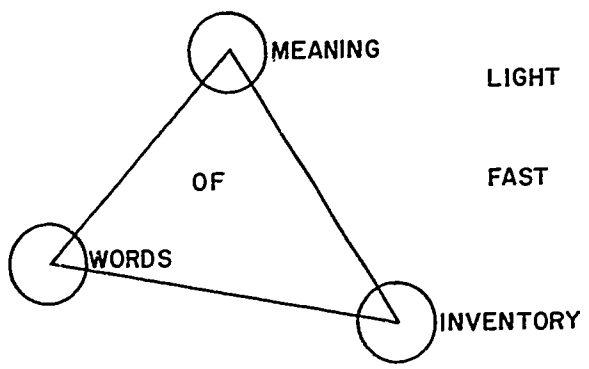
BE SURE TO MAKE YOUR MARKS HEAVY AND BLACK

ERASE COMPLETELY ANY ANSWERS YOU WISH TO CHANGE.

ON FIRST SHEET ONLY	FILL IN SEX	BOY	GIRL						
	FILL IN GRADE	1st	2nd	3rd	4th	5th	6th	7th	8th

PEOPLE WHO WORK VERY HARD

FAIR	3	2	1	0	1	2	3	UNFAIR
WEAK	3	2	1	0	1	2	3	STRONG
UNPLEASANT	3	2	1	0	1	2	3	PLEASANT
ACTIVE	3	2	1	0	1	2	3	PASSIVE
LARGE	3	2	1	0	1	2	3	SMALL
DULL	3	2	1	0	1	2	3	SHARP
SWEET	3	2	1	0	1	2	3	SOUR
LIGHT	3	2	1	0	1	2	3	HEAVY
FAST	3	2	1	0	1	2	3	SLOW



IDEAL TEACHER

SOUR	3	2	1	0	1	2	3	SWEET
HEAVY	3	2	1	0	1	2	3	LIGHT
SLOW	3	2	1	0	1	2	3	FAST
PLEASANT	3	2	1	0	1	2	3	UNPLEASANT
SMALL	3	2	1	0	1	2	3	LARGE
SHARP	3	2	1	0	1	2	3	DULL
UNFAIR	3	2	1	0	1	2	3	FAIR
STRONG	3	2	1	0	1	2	3	WEAK
PASSIVE	3	2	1	0	1	2	3	ACTIVE

LAST _____ MIDDLE _____ FIRST _____ GRADE _____ SEX M OR F DATE OF BIRTH _____ YEAR _____ MONTH _____ DAY _____
 YEAR _____ MONTH _____ DAY _____ AGE _____ SCHOOL _____ CITY _____

TEACHER _____

C O D E	N U M B E R	0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
P U P I L	N U M B E R	0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9

11286

BE SURE TO MAKE YOUR MARKS HEAVY AND BLACK

ERASE COMPLETELY ANY ANSWERS YOU WISH TO CHANGE.

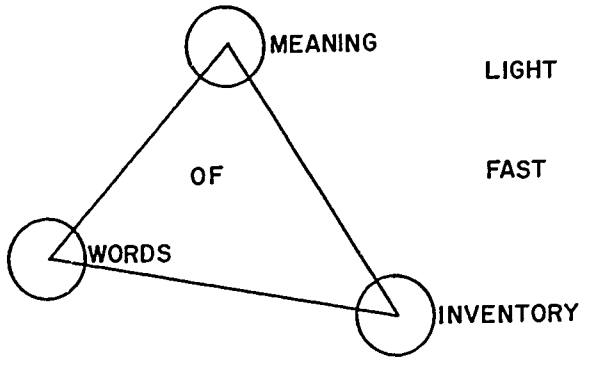
ON FIRST SHEET ONLY

FILL IN SEX: BOY GIRL

FILL IN GRADE: 1st 2nd 3rd 4th 5th 6th 7th 8th 9th

THE PERSON I WOULD LIKE TO BE

FAIR	3	2	1	0	1	2	3	UNFAIR
WEAK	3	2	1	0	1	2	3	STRONG
UNPLEASANT	3	2	1	0	1	2	3	PLEASANT
ACTIVE	3	2	1	0	1	2	3	PASSIVE
LARGE	3	2	1	0	1	2	3	SMALL
DULL	3	2	1	0	1	2	3	SHARP
SWEET	3	2	1	0	1	2	3	SOUR
LIGHT	3	2	1	0	1	2	3	HEAVY
FAST	3	2	1	0	1	2	3	SLOW
SOUR	3	2	1	0	1	2	3	SWEET
HEAVY	3	2	1	0	1	2	3	LIGHT
SLOW	3	2	1	0	1	2	3	FAST
PLEASANT	3	2	1	0	1	2	3	UNPLEASANT
SMALL	3	2	1	0	1	2	3	LARGE
SHARP	3	2	1	0	1	2	3	DULL
UNFAIR	3	2	1	0	1	2	3	FAIR
STRONG	3	2	1	0	1	2	3	WEAK
PASSIVE	3	2	1	0	1	2	3	ACTIVE



STUDYING

11

NAME _____ GRADE _____ SEX _____ DATE OF BIRTH _____
 LAST MIDDLE FIRST M OR F YEAR MONTH DAY
 DATE _____ AGE _____ SCHOOL _____ CITY _____
 YEAR MONTH DAY

TEACHER _____

CODE NUMBER	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
PUPIL NUMBER	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

12286

BE SURE TO MAKE YOUR MARKS
HEAVY AND BLACK

ERASE COMPLETELY ANY ANSWERS
YOU WISH TO CHANGE.

ON FIRST SHEET ONLY

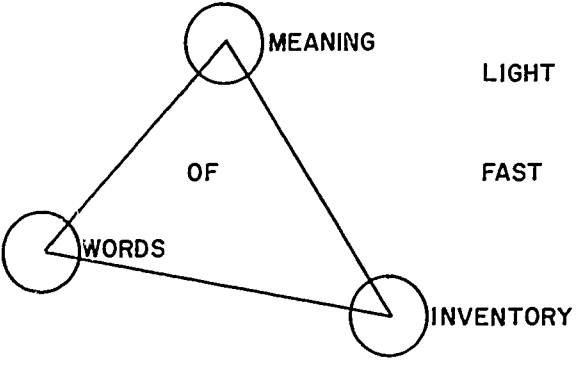
FILL IN SEX: BOY GIRL

FILL IN GRADE: 1st 2nd 3rd 4th 5th 6th 7th 8th 9th

TEACHERS

FAIR	3	2	1	0	1	2	3	UNFAIR
WEAK	3	2	1	0	1	2	3	STRONG
UNPLEASANT	3	2	1	0	1	2	3	PLEASANT
ACTIVE	3	2	1	0	1	2	3	PASSIVE
LARGE	3	2	1	0	1	2	3	SMALL
DULL	3	2	1	0	1	2	3	SHARP
SWEET	3	2	1	0	1	2	3	SOUR
LIGHT	3	2	1	0	1	2	3	HEAVY
FAST	3	2	1	0	1	2	3	SLOW
SOUR	3	2	1	0	1	2	3	SWEET
HEAVY	3	2	1	0	1	2	3	LIGHT
SLOW	3	2	1	0	1	2	3	FAST
PLEASANT	3	2	1	0	1	2	3	UNPLEASANT
SMALL	3	2	1	0	1	2	3	LARGE
SHARP	3	2	1	0	1	2	3	DULL
UNFAIR	3	2	1	0	1	2	3	FAIR
STRONG	3	2	1	0	1	2	3	WEAK
PASSIVE	3	2	1	0	1	2	3	ACTIVE

ME



LAST _____ MIDDLE _____ FIRST _____ GRADE _____ SEX M OR F DATE OF BIRTH _____ YEAR _____ MONTH _____ DAY _____
 YEAR _____ MONTH _____ DAY _____ AGE _____ SCHOOL _____ CITY _____

CHER _____
 13286
 BE SURE TO MAKE YOUR MARKS
 HEAVY AND BLACK

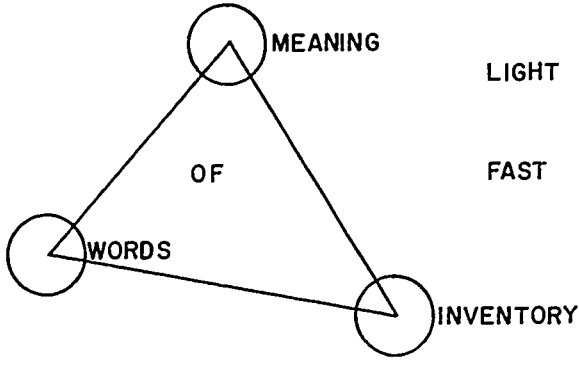
CODE	NUMBER	IDENTIFICATION NUMBER									
		0	1	2	3	4	5	6	7	8	9
PUPIL	NUMBER	0	1	2	3	4	5	6	7	8	9
	NUMBER	0	1	2	3	4	5	6	7	8	9
	NUMBER	0	1	2	3	4	5	6	7	8	9

ERASE COMPLETELY ANY ANSWERS
 YOU WISH TO CHANGE.

ON FIRST SHEET ONLY
 FILL IN SEX BOY GIRL
 FILL IN GRADE 1st 2nd 3rd 4th 5th 6th 7th 8th 9th

MY BEST FRIENDS

FAIR	3	2	1	0	1	2	3	UNFAIR
WEAK	3	2	1	0	1	2	3	STRONG
UNPLEASANT	3	2	1	0	1	2	3	PLEASANT
ACTIVE	3	2	1	0	1	2	3	PASSIVE
LARGE	3	2	1	0	1	2	3	SMALL
DULL	3	2	1	0	1	2	3	SHARP
SWEET	3	2	1	0	1	2	3	SOUR
LIGHT	3	2	1	0	1	2	3	HEAVY
FAST	3	2	1	0	1	2	3	SLOW



READING

SOUR	3	2	1	0	1	2	3	SWEET
HEAVY	3	2	1	0	1	2	3	LIGHT
SLOW	3	2	1	0	1	2	3	FAST
PLEASANT	3	2	1	0	1	2	3	UNPLEASANT
SMALL	3	2	1	0	1	2	3	LARGE
SHARP	3	2	1	0	1	2	3	DULL
UNFAIR	3	2	1	0	1	2	3	FAIR
STRONG	3	2	1	0	1	2	3	WEAK
PASSIVE	3	2	1	0	1	2	3	ACTIVE

LAST _____ MIDDLE _____ FIRST _____ GRADE _____ SEX M OR F DATE OF BIRTH _____ YEAR _____ MONTH _____ DAY _____
 YEAR _____ MONTH _____ DAY _____ AGE _____ SCHOOL _____ CITY _____

TEACHER _____

CODE	NUMBER	IDENTIFICATION NUMBER									
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
PUPIL	NUMBER	IDENTIFICATION NUMBER									
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9
		0	1	2	3	4	5	6	7	8	9

14286

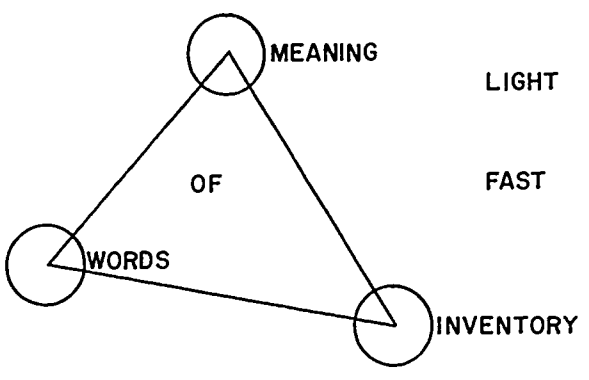
BE SURE TO MAKE YOUR MARKS
HEAVY AND BLACK

ERASE COMPLETELY ANY ANSWERS
YOU WISH TO CHANGE.

ON FIRST SHEET ONLY	FILL IN SEX	<input type="checkbox"/> BOY	<input type="checkbox"/> GIRL									
	FILL IN GRADE	<input type="checkbox"/> 1st	<input type="checkbox"/> 2nd	<input type="checkbox"/> 3rd	<input type="checkbox"/> 4th	<input type="checkbox"/> 5th	<input type="checkbox"/> 6th	<input type="checkbox"/> 7th	<input type="checkbox"/> 8th	<input type="checkbox"/> 9th		

MY SCHOOL ABILITY

FAIR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	UNFAIR
WEAK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	STRONG
UNPLEASANT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PLEASANT
ACTIVE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PASSIVE
LARGE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SMALL
DULL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SHARP
SWEET	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SOUR
LIGHT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	HEAVY
FAST	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SLOW



OLDER KIDS

SOUR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SWEET
HEAVY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LIGHT
SLOW	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	FAST
PLEASANT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	UNPLEASANT
SMALL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LARGE
SHARP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	DULL
UNFAIR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	FAIR
STRONG	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	WEAK
PASSIVE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ACTIVE

LAST _____ MIDDLE _____ FIRST _____ GRADE _____ SEX M OR F DATE OF BIRTH _____ YEAR _____ MONTH _____ DAY _____
 YEAR _____ MONTH _____ DAY _____ AGE _____ SCHOOL _____ CITY _____
 TACHER _____

15286

BE SURE TO MAKE YOUR MARKS HEAVY AND BLACK

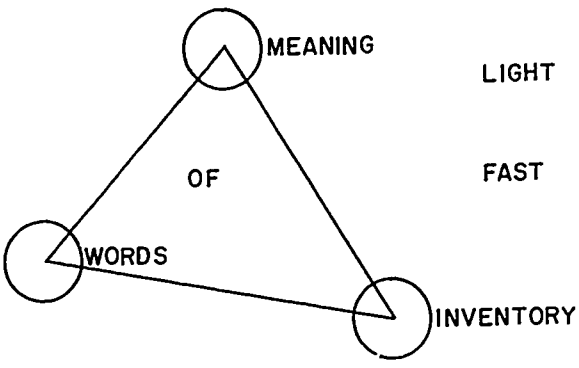
CODE NUMBER	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
PUPIL NUMBER	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

ERASE COMPLETELY ANY ANSWERS YOU WISH TO CHANGE.

ON FIRST SHEET ONLY
 FILL IN SEX BOY GIRL
 FILL IN GRADE 1st 2nd 3rd 4th 5th 6th 7th 8th 9th

STUDENTS WHO GET POOR GRADES

FAIR	:-3:-	:-2:-	:-1:-	:-0:-	:-1:-	:-2:-	:-3:-	UNFAIR
WEAK	:-3:-	:-2:-	:-1:-	:-0:-	:-1:-	:-2:-	:-3:-	STRONG
UNPLEASANT	:-3:-	:-2:-	:-1:-	:-0:-	:-1:-	:-2:-	:-3:-	PLEASANT
ACTIVE	:-3:-	:-2:-	:-1:-	:-0:-	:-1:-	:-2:-	:-3:-	PASSIVE
LARGE	:-3:-	:-2:-	:-1:-	:-0:-	:-1:-	:-2:-	:-3:-	SMALL
DULL	:-3:-	:-2:-	:-1:-	:-0:-	:-1:-	:-2:-	:-3:-	SHARP
SWEET	:-3:-	:-2:-	:-1:-	:-0:-	:-1:-	:-2:-	:-3:-	SOUR
LIGHT	:-3:-	:-2:-	:-1:-	:-0:-	:-1:-	:-2:-	:-3:-	HEAVY
FAST	:-3:-	:-2:-	:-1:-	:-0:-	:-1:-	:-2:-	:-3:-	SLOW
SOUR	:-3:-	:-2:-	:-1:-	:-0:-	:-1:-	:-2:-	:-3:-	SWEET
HEAVY	:-3:-	:-2:-	:-1:-	:-0:-	:-1:-	:-2:-	:-3:-	LIGHT
SLOW	:-3:-	:-2:-	:-1:-	:-0:-	:-1:-	:-2:-	:-3:-	FAST
PLEASANT	:-3:-	:-2:-	:-1:-	:-0:-	:-1:-	:-2:-	:-3:-	UNPLEASANT
SMALL	:-3:-	:-2:-	:-1:-	:-0:-	:-1:-	:-2:-	:-3:-	LARGE
SHARP	:-3:-	:-2:-	:-1:-	:-0:-	:-1:-	:-2:-	:-3:-	DULL
UNFAIR	:-3:-	:-2:-	:-1:-	:-0:-	:-1:-	:-2:-	:-3:-	FAIR
STRONG	:-3:-	:-2:-	:-1:-	:-0:-	:-1:-	:-2:-	:-3:-	WEAK
PASSIVE	:-3:-	:-2:-	:-1:-	:-0:-	:-1:-	:-2:-	:-3:-	ACTIVE



IDEAL PARENTS