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A COMPARISON OF THE HOME EMPHASIS ON THE CHILD LEVEL
IN THE UNION COLLEGE CHARACTER RESEARCH PROJECT
AND THE PRESBYTERIAN NEW CURRICULUM

By

Mary Frances McNish
A.B., Wheaton College

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INTRODUCTION

INTRODUCTION

A. THE STATEMENT AND SIGNIFICANCE OF THE SUBJECT

1. Current Trend in Christian Education

One of the current trends in Christian education is a re-stress on the importance of the family. Vieth, as spokesman for the International Council of Religious Education, devotes one out of nine chapters of his report entitled The Church and Christian Education to a discussion of the primacy of the home.¹ Nevin C. Harner places the new stress on the family second in his list of the seven current trends in religious education.²

It is hard to know just why this stress upon the family has gained so much attention recently, for the importance of home religious training has been given to us in the Scriptures from the earliest of times. These words are familiar to everyone:

Hear, O Israel: The Lord our God is one Lord: And thou shalt love the Lord thy God with all thine heart, and with all thy soul, and with all thy might. And these words, which I command thee this day, shall be in thine heart: and thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up.³

Similar advice is given elsewhere in the Bible including

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1. Paul H. Vieth, The Church and Christian Education, p. 168.
2. Nevin C. Harner, "Trends in Religious Education", Religious Education, 44:7-10, January-February, 1949.
3. Deuteronomy 6:4-9.

the well-known passage in Ephesians: "And, ye fathers, provoke not your children to wrath but bring them up in the nurture and admonition of the Lord."¹ Therefore, the knowledge of the need for religious training in the home is not new. Has this new emphasis come from new statistics - new information concerning the family and religion? Harner argues that this is not true. There have been no new, startling facts. "We do not know anything today which we did not suspect ten or twenty-five years ago."²

2. Current Need in our Families Today

Although the reason behind this current emphasis on parent co-operation is vague, the existence of a present need for such co-operation is seen in the continued disintegration of family life and its accompanying ills. Fallaw states, "Our society is imperiled by family disintegration caused not alone by broken homes but also by loss of fellowship within homes where no divorce or desertion has occurred."³

3. Current Answers to this Need

The religious leaders know the voice of the Scriptures concerning family religious training; they see the needs of the family today; and they are attempting to meet the need in a variety of ways. Parent training courses,

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1. Ephesians 6:4.
2. Harner, op. cit., 44:8.
3. Wesner Fallaw, "Church-Family Education: The 'How' of It", Christian Century, 46:1106, October 12, 1949.

discussion groups, Christian family magazines, publication of literature dealing with Christian education in the home, and church school curricula especially adapted for the purpose of bringing about home-church co-operation are some of the more important methods being used today.

In view of the unquestioned importance of such co-operation, it is the purpose of this thesis to examine and compare the history, purpose, methods, and materials, and the results of two curricula which claim special emphasis on home-church co-operation - the Union College Character Research Project Curriculum and the Presbyterian New Curriculum, "Christian Faith and Life, A Program for Church and Home".

B. DELIMITATION OF FIELD OF STUDY

As indicated above, this study will be limited to the examination of two curricula - that of the Union College Character Research Project and the Presbyterian New Curriculum. The study will also be limited to the subject of parent co-operation.

The Primary, Secondary, and Junior Department material (for children ages 6-11) of the Union College Character Research Project Curriculum will be examined for one quarter, namely for the period from October 1949 through December 1949. Over against this, only the Primary Department materials (for children ages 6-8) of the Presbyterian

New Curriculum will be examined, but they cover a full year, namely the period from October 1948 through September 1949. The reason for this discrepancy in time span of the curricula studies is that out of the two-year cycle of units of the Union College Character Research Project, only one unit - the Vicarious Sacrifice Unit, covering 39 sessions, 13 for each of the three age levels - is available for study. One year of the Primary materials of the Presbyterian New Curriculum includes 52 sessions plus four expansion lessons. Furthermore, after a study of the Junior Department materials of the Presbyterian New Curriculum, it was felt that the basic procedures employed for encouraging parent co-operation in the Primary and Junior age group are the same. Therefore, the Junior Department materials were eliminated from the study so that the actual number of lessons of the two curricula to be compared would be more nearly the same.

There are but few tabulated results available on either program. Therefore, the statements made concerning the extent of co-operation secured and the effects of the outcomes indicated will have to be of a general nature.

C. THE RESOURCES OF DATA

The resources of data fall into the following general classifications:

1. Materials directly involved in the two curricula.

2. Pamphlets and books written by the Presbyterian Church or the Union College Character Research Project.
3. Articles in periodicals concerning the two curricula.
4. Personal interviews and observation.

On December 18, 1949, the writer visited the First Reformed Church in Schenectady, New York, to see the Union College Character Research Project in action, and on December 19, 1949, visited the Psychology Laboratory of Union College. The latter involved brief interviews with members of the staff of the Psychology Department, an opportunity to examine many parent reports, and a tour of the psychology testing rooms.

The writer also has been superintendent and teacher in the Primary Department of the Fifth Avenue Presbyterian Church in New York City from October 1948 through September 1949, and has been using the Presbyterian New Curriculum materials and attempting to secure the co-operation of parents.

D. THE METHOD OF PROCEDURE

The bulk of the thesis will have to do with an analysis of the Presbyterian New Curriculum and the Union College Character Research Project Curriculum to discover their main emphases in parent co-operation. Smaller sections of the thesis will be devoted to a brief history, a statement of purpose and observable results of each of

these curricula.

The first chapter will deal with the Union College Character Research Project, the second with the Presbyterian New Curriculum, the third with a comparison of the two, and the fourth with a summary.

CHAPTER I
PARENT CO-OPERATION SEEN IN THE UNION COLLEGE CHARACTER
RESEARCH PROJECT

CHAPTER I

PARENT CO-OPERATION SEEN IN THE UNION COLLEGE CHARACTER RESEARCH PROJECT

A. INTRODUCTION

This chapter will deal briefly with the history and purpose of the Union College Character Research Project.¹ It will then make a more detailed analysis of the procedures used to bring about parent co-operation, namely, parent classes, parent-teacher interviews, parent-teacher lesson material, parent reports, parent teachers, parents and the Laboratory, and parents and financial support. Finally, there will be a study of the results achieved by the Project.

B. BRIEF HISTORY OF UNION COLLEGE CHARACTER RESEARCH PROJECT

1. General Information

In his thesis Mr. Finlay makes the following statement concerning the origin of this Project:

The Union College Character Research Project is not the product of the efforts of one man, but to one

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1. Throughout this thesis the term "Project" refers to the Union College Character Research Project.

man goes most of the credit for creating and maintaining interest in the project and directing the work along the proper course. This man is Dr. Ernest M. Ligon, associate professor /now professor/ of psychology, Union College, Schenectady, New York.¹

The Project really began in 1935 when Dr. Ligon published his first book, The Psychology of Christian Personality, and the experimental work began as a co-operative program between the Union College Laboratory of Psychology and the Westminster Presbyterian Church of Albany, New York. In 1939 a second book, Their Future Is Now, was published by the same author and the First Reformed Church of Schenectady entered the Project. In addition to churches, other groups have become interested in the Character Research Project. In 1947 the Schenectady Y.M.C.A. experimented with the Project materials, and since then, the Omaha, South Bend, and Indianapolis Associations have also entered the Project. A third book was published by Dr. Ligon in 1948, A Greater Generation, bringing the findings of the Project up to date.²

On December 17, 1948 Dr. Ligon received a gift of seventy-five thousand dollars "as the first of five annual installments on a total gift of three hundred and seventy-five thousand dollars."³ With an annual budget of

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1. Paul Raymond Finlay, The New Laboratory Approach to Religious Education, p. 7.
2. Cf. "Historical Statement", Kit of Procedure.
3. Ernest M. Ligon, "A Significant Event", Religious Education, 54:58, January-February, 1949.

\$100,000 the staff has been enlarged and the work is carried on more efficiently.

2. Churches in the Project Today

Only two churches have dropped out of the Project - Christ Church of Poughkeepsie, New York, and Strathmoor Methodist Church, Detroit, Michigan. Christ Church dropped out due to a complete change in ministers, and the Strathmoor Church withdrew in 1949 for a period of one year.

The churches co-operating in the Project now with the dates they entered are as follows:

- 1935-1945 - Westminster Presbyterian Church, Albany, New York
- First Reformed Church, Schenectady, New York
- Broad Street Presbyterian Church, Columbus, Ohio
- First Methodist Church, Ann Arbor, Michigan
- 1946 - First Baptist Church, Troy, New York
- St. Paul's Methodist Church, Toledo, Ohio
- University Congregational Church, Seattle, Wash.
- 1947 - Central Methodist Church, Detroit, Michigan
- Christ Church, Lexington, Kentucky
- Christ Church, Georgetown, Washington, D.C.
- Dundee Presbyterian Church, Omaha, Nebraska
- First Presbyterian Church, Ann Arbor, Michigan
- Tabernacle Baptist Church, Utica, New York
- 1948 - All Saints' Church, Winter Park, Florida
- Central Congregational Church, Topeka, Kansas
- Christ Church Cathedral, Louisville, Kentucky
- Federated Church, Colville, Washington
- First Congregational Church, Tacoma, Washington
- First Methodist Church, Plymouth, Michigan
- First Methodist Church, Pittsfield, Massachusetts
- First Presbyterian Church, Missouri Valley, Iowa
- First Presbyterian Church, Neenah, Wisconsin
- Fountain Street Baptist Church, Grand Rapids, Michigan
- Methodist Church, Chehalis, Washington
- Methodist Church, Hudson Falls, New York
- Ottawa Street Methodist Church, Joliet, Illinois
- Plymouth Congregational Church, Syracuse, New York

St. James's Church, Richmond, Virginia
St. John's Church, Knoxville, Tennessee
1949 - Bethel Congregational Church, Ontario, Calif.
Cathedral of the Incarnation, Baltimore, Maryland
Central Methodist Church, Lansing, Michigan
Chelsea Methodist Church, Chelsea, Michigan
Christ Church, Methodist, Glens Falls, New York
Christ Episcopal Church, Nashville, Tennessee
First Community Church, Dallas, Texas
First Congregational Church, Brecksville, Ohio
First Congregational Church, Los Angeles, Calif.
First Congregational Church, Mt. Vernon, Ohio
Grace Church in Salem, Salem, Massachusetts
North Unitarian Church, Indianapolis, Indiana
Plymouth Congregational Church, Lansing, Michigan
United Church (Congregational), Bridgeport, Conn.
United Church, Walpole, Massachusetts
Walnut Street Methodist Church, Howell, Michigan¹

3. Conditions for Participation in the Project

The Project has set high standards which must be met by the churches who wish to participate. These standards are not in the form of a contract, but are "to be obeyed in the spirit rather than the exact letter of these conditions."² Some of the older churches in the Project, who were members before some of the regulations were formulated, do not carry through all of the requirements. For example, the First Reformed Church in Schenectady turns in very few parent reports.³ The present standards are as follows:

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1. Announcement of The Sixth Annual Character Education Workshop.
2. "Conditions for Participation in the Union College Character Research Project", Kit of Procedure.
3. Interview with Rev. Sibley, Director of Religious Education, First Reformed Church of Schenectady, December 18, 1949.

1. Churches or other character building institutions considering the use of the methods and materials of the Union College Character Research Project must first make a careful study of the Project. The best sources for such a study are A Greater Generation, Ernest M. Ligon, The Macmillan Company, 1948, and A Kit of Procedure, Laboratory of Psychology, Union College, Schenectady, New York. Most churches take at least a year to make this study with their official bodies, their board of education, their teaching staff, and their parent groups. . . .
2. Churches wishing to participate in the Project must agree to use the materials of the Project completely and without compromise or modification for a minimum of two years. . . . This, of course, relates only to the character development phase of the church's educational program. Other educational programs used by the church are not a part of this Project and are to be regarded as local or denominational problems.
3. The Attitude Scales shall be administered at the beginning and end of each curricular unit in parent-teacher interviews and sent to the Union College Laboratory for analysis. The initial Parent Interview Outline must also be completed and returned to the Union College Laboratory. . . .
4. The lesson plans . . . are to be used by both parents and teachers. . . .
5. Parents are asked to make weekly reports on the effectiveness of the lesson plans and to indicate any suggested improvements. . . .
6. The teachers are to use the "Teacher's Record" form for preparing and reporting their class work. . . .
7. Each church will exert every effort to secure a maximum of home cooperation. . . .
8. The Union College Laboratory of Psychology will furnish all necessary materials for carrying out these procedures. (This does not include texts referred to in the lesson plans. It does include lesson plans, bibliographies, Parent Interview Outlines, stencils for the Parents' Report, Teacher's Record Forms, Attitude Scales and such other materials as are

necessary to carry out the methods of the Project.)

9. Churches participating in the Project will be given a priority in securing the services of Dr. Ligon or other members of the research staff. . . .
10. Each participating church will pay a fee of five hundred dollars per year, which shall be regarded as a research fee. (If a church does not use these materials in all departments, the fee will be one hundred dollars, plus fifty dollars for each department used. A church must use the materials in a minimum of four departments to be admitted to the Project and extend them throughout the school as soon as possible.)
11. Because materials are printed some time in advance of their use and only as many printed as are actually to be used, churches cannot begin active participation for some months after application (usually at least six months . . .). Only a limited number of churches can be admitted each year. . . .
12. To be admitted to the Project a church must send at least two members of its staff (one must be a layman and one a professional worker) to a summer workshop on the methods of the Project. . . .¹

The last two points, not quoted above, state that a Director of Religious Education with adequate secretarial assistance is advised.²

C. PURPOSE OF UNION COLLEGE CHARACTER RESEARCH PROJECT

1. In Terms of the Project

The "Historical Statement" includes this goal in terms of the Project:

This Project has as its goal the discovery and

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1. "Conditions for Participation in the Union College Character Research Project", Kit of Procedure.
2. Cf. loc. cit.

application of the laws governing the growth and development of character. It uses as its basic hypothesis the Christian philosophy of life. The work of the Project is based entirely on the scientific method.¹

This Christian philosophy of life is based on an analysis of the Sermon on the Mount for basic attitudes which should be cultivated for a Christian personality. Included in the scientific method are the following minimum essentials: First, there are certain laws of character development which are just as important and unchanging as the laws of nature, but men will not find them unless they seek just as diligently as does the scientist.² Second, there are certain laws of learning which must be followed - exposure, repetition, understanding, conviction, and application.³ Third, there must be definite aims based on developing the eight character traits found in the Sermon on the Mount.⁴ Fourth, these traits must be taught when the maturity of the child makes it possible for him to understand them.⁵ Fifth, ". . . curricular materials must be so organized as to constitute a psychologically valid approach to the attitude being taught."⁶ Sixth, the learning must go on seven days a week, not just on Sunday.⁷ Last, there must be adequate

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1. "Historical Statement", Kit of Procedure.
2. Cf. Ernest M. Ligon, A Greater Generation, p. 8.
3. Cf. Ibid., pp. 9-18.
4. Cf. Ibid., p. 28.
5. Cf. Ibid., p. 35.
6. Ibid., p. 44.
7. Cf. Ibid., p. 49.

measuring devices.¹

2. In Terms of the Generation

Through the use of the Christian philosophy of life and the scientific method, it is the purpose of the Project to develop a "greater generation" composed of men and women who have been taught the means of achieving the character which Jesus had in mind when He set up the principles of the Kingdom in the Sermon on the Mount, a generation with leadership able to direct our nation away from the destruction toward which it is now headed.²

D. PROCEDURE IN BRINGING ABOUT PARENT CO-OPERATION

There are many procedures employed to achieve the goals of the Project. One method which was emphasized from the time the churches first become interested in the Project and is continually re-emphasized in all phases of the program is that of securing parent co-operation. Dr. Ligon warns parents ". . . Not only will we not promise to do anything for your child without your co-operation, we will promise not to."³ Accordingly, parents are asked to do four things: First, they must pledge regular attendance of their child at church school. Second, they must promise to carry out their home assignments. Third, they

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1. Ibid., p. 53.
2. Cf. Ibid., p. 5.
3. Ibid., p. 2.

must turn in a weekly parent report. Fourth, they must promise full participation in parent classes.¹

1. Parent Classes

a. Purpose

After the parent has been given by the church school director and the church school teacher the general information concerning the Project, he is given additional help through the parent class. In most churches these classes are held weekly and attendance of at least one parent is required. Usually the parents meet with those whose children are in the same department. The purpose of the class is to study methods of character education and to bring about closer co-operation between the church school and the home.²

b. Procedure

The exact procedure of the parent classes varies from church to church. In the First Reformed Church of Schenectady, New York, the parent class is called the Post Service Group. It meets weekly at 10:45 A.M., immediately after the church service, for one hour. The programs are varied and include panel discussions, open periods where parents can share their problems and successes, audio-visual

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1. Cf. Ibid., p. 113.
2. Cf. Loc. cit.

programs, suggestions for family worship, and previews of new units. Printed sheets giving important phases of topics to be discussed were compiled by a committee of parents¹ and were used at several meetings.

The Central Methodist Church of Detroit, Michigan, mimeographed a seven page brochure in which they describe their character education program. In it they speak of their Pre-service meeting for parents held every Sunday before church. This parent class has taken over its own leadership through appointing a parent study leader from each group, who is responsible for resources on one age-level, and parent counselors, a couple from each age group who help newcomers become acquainted with the group and with the program in general.²

The Union College Character Research Project provides the churches with a weekly magazine entitled Class to assist parents' groups in planning their programs and to give other helpful information. One issue included a brief biographical sketch of the writer of their Secondary lesson material and workable ideas from other churches. Two good suggestions included were an Acquaintance Day, on

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1. Interview with Mr. Sibley.
2. Cf. "The Character Education Program of the Central Methodist Church, Detroit, Michigan.

which parents visited classes in session, and a Litany of Thanksgiving to be used in family devotions. The article "What Makes a Report Good?" will be discussed later.¹

2. Parent-Teacher Interviews

a. General Information

"Sally does not live in a vacuum. When the teacher tries to teach Sally, she must know what Sally already thinks and how Sally acts."² So begins a part of the Parent Manual in an effort to help parents see the value of the parent interview. To further show the importance of the interview, the manual points out two things which it will give to the teacher:

1. Your child's present state of development in terms of goals for the ensuing unit or term of study.
2. Your child's interests and activities and his adjustment to home, school, society, etc.

b. Parent Interview Outlines

Parent interview outlines are filled out once a year, usually at the first interview in the fall.⁴ In one column are listed six types of activities and opposite them a space is provided for an analysis of the child's proficiency

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1. Cf. Class, 2:4, Winter, 1949-50.
2. "Co-operation: Key to Character", Parent Manual, p. 1.
3. Loc. cit.
4. Sample of parent interview outline on p. ii. of Appendix.

in each activity. The second part of the outline deals with the child's adjustment at school and home, his vocational ideas and aims, other adjustment problems, and health adjustment.

c. Attitude Scales

The attitude scales are filled out by the parents at the beginning of each unit and indicate "to what extent and in what way each child enrolled needs to learn each of the attitudes which he is to be taught."¹ The parents must describe the typical reactions of the child concerning the attitude to be studied in the next unit. At the beginning of the next unit there is provision for a check on the evidence of improvement observed as a result of the last unit. Then the new attitude scale is checked.

d. Adaptation Procedure

Both the parent interview outline and the attitude scale have a direct bearing on the adaptation procedure. This term "adaptation procedure" means that the teachers, in planning the lesson for each week, adapt it to each and every child in the group.² The needs of each child are woven into one lesson.

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1. Ligon, A Greater Generation, op. cit., p. 90. (Sample of Attitude Scale Form on p. i. of Appendix.)
2. "Church School", Parent Manual, p. 2. (See Sample of Teachers' Record on p. of Appendix.)

e. Problems Involved

There are two problems concerning the parent interviews. One is that at first parents often rate their children too high. After they fully understand the Project and begin to understand their children, they are more realistic. In the magazine, Class, there is a report from Grand Rapids giving one reason why parents over-rate their children. They were rating the child high because he had the skills necessary to apply an attitude. When they realized that he actually did not have the attitude, they rated him much lower.¹ The other problem is the time required for interviews. One teacher in the First Reformed Church said that during the week in which the new unit started she allotted every evening to parent interviews. One of the parents of a child in her class took the responsibility of making appointments for her with the other parents who called at her home.²

3. Parent-Teacher Lesson Material

a. General Survey

The actual writing of curriculum to bring out the Christian philosophy found in The Sermon on the Mount is a

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1. Cf. Class, op cit., p. 3.
2. Interview with Mrs. Morris of First Reformed Church in Schenectady, December 19, 1949. (Mrs. Morris works at the Project writing Primary lessons.)

newer emphasis of the Project. Until recently the bulk of the research has gone into finding the character traits and the specific attitudes to be taught.¹ Even now there is constant revision of both content and method. For example, Dr. Ligon states, "We are continuously validating our methods and materials; always trying new methods as well as refining, revising, and even discarding old ones."² Much of this revision is done on the basis of reports sent in from churches such as teacher reports and parent reports, which are analyzed carefully.

At present the lessons follow a two-year cycle covering six curricular units. Thus every two years the child studies the same attitudes, but they are presented in a form suited to his age level. During the first year the Social Adjustment Unit is used for the fall term, the Adjustment to the Universe Unit from Christmas to Easter, and the Vocational Adjustment Unit is used for the spring term. The second year covers the Adjustment to Authority, Adjustment to the Inevitability of Vicarious Sacrifice, and Vision. These units are derived from general attitudes expressed in the Beatitudes and are further sub-divided into factors.³

"These factors are psychological units within the major aim

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1. Cf. "An Outline of Trait-Habit Attitude Goals for Character Education", Kit of Procedure.
2. Ligon, A Greater Generation, p. 99.
3. Cf. "An Outline of Trait-Habit Attitude Goals for Character Education", Kit of Procedure.

of the unit."¹ For example, the Vicarious Sacrifice Unit for Juniors is subdivided into four factors covering thirteen lessons.

One lesson plan is prepared for both parent and teacher. It consists of four main sections. In the first is a statement of the attitude to be taught, followed by a brief discussion of the psychological and educational principles which are involved in teaching the attitude to that age level. The second and third parts are called "The Church School Lesson" and "A Church School Project". Exposure, understanding, and conviction should be carried out in the church school. Application should be begun in the project at church school and then continued in the home. The fourth part of the lesson is entitled "A Guide for Parents" which gives specific instructions on teaching the attitude in the home.²

b. Specific Analysis

After studying the curriculum in a general way it is possible to proceed with a detailed analysis of one unit - the Vicarious Sacrifice Unit. There are two helps in understanding the purpose of this unit - the "General Introduction to the Vicarious Sacrifice Unit" and the "General Aims of the Curricular Unit for Adjustment to the

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1. Loc. cit.

2. Cf. Ligon, A Greater Generation, op. cit., p. 91.

Inevitability of Vicarious Sacrifice". The former names the four factors of this unit - courage, reaction to injustice, vicarious sacrifice, and courageous leadership - together with an explanation of each and a few outstanding specific attitudes for each age level which would lead to the general attitude.¹ The latter states the general attitude of the unit to be Christian courage and defines it as "being determined to serve men whether they want to be served or not." The particular aims of each department from Nursery through the Senior II Department are stated in detail.²

In view of the limits of this study, the detailed analysis of this unit is limited to the Primary (first and second grades), Secondary (third and fourth grades), and Junior (fifth and sixth grades) Departments and includes thirty-nine lessons. The following topics summarize the findings which concern parent co-operation: psychological and educational helps, use of Bible, prayer, home assignments, and outside reading helps.

(1) Primary Level

(a) Psychological and Educational Helps.

Dr. Ligon's statement: "We include in every lesson plan

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1. Cf. "General Introduction to the Vicarious Sacrifice Unit", Kit of Procedure.
2. Cf. "The Curricular Unit for Adjustment to the Inevitability of Vicarious Sacrifice", Kit of Procedure.

the principles of teaching necessary for parents as well as teachers to use in teaching that particular lesson" is well founded.¹ It has been shown that the first part of each lesson plan is devoted to just that.² The purpose of this study, then, will not be to show the amount of material given to this subject, but to indicate the variety of helps included.

Certain statements are made concerning Primary children in general. For example, in Lesson 3 the parents are warned that this is the age in which lip service begins, the period when the children express sentiments they do not practise.³ A precaution is given that lessons like these can not be taught in a few weeks, but require constant guidance.⁴ To answer a possible objection that Primary children are not aware of cultural and social tensions, evidence is given to show that they are having difficulties along this line and that they need advance preparation which will equip them with the principles they can use to meet such tensions.⁵

The greater emphasis is on principles which can be exercised in school and at home to bring about happier relationships. The three phases dealt with most are workable

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1. Ligon, A Greater Generation, op. cit., p. 115.
2. Ante, p. 15.
3. Cf. Lesson Plan for Parents and Teachers, Vicarious Sacrifice Unit, Primary Department, Lesson 3.
4. Loc. cit.
5. Cf. Ibid., Lesson 7.

reactions to injustice, general information on helping the child become a real member of a group, and principles of good leadership. Almost every time a principle is stated there are several specific examples taken from Parent Reports to make the principle clear and interesting. Emphasis is laid on teaching the child that there is a great challenge in learning skills for reacting to injustice, which on his level would be teasing and bullying.¹ He is shown how foolish the temper reaction is and is given several positive ways to meet the injustice.

Some of the techniques to be used against bullying are:

1. Think before you act. Count ten and think hard while you count.
2. Say something with a smile.
3. Then learn to laugh at yourself.
4. Return good for evil.²

One interesting example of a parent helping a child know how to handle teasing is that of a parent of a daughter who was unusually tall for her age suggesting that she make it a game to see how many people in one day remarked about her height.³

Group dynamics are brought in by showing the parent and the teacher that there are certain things a Primary child can learn about being a member of a group.

An adequate conception of "the group" apart from the

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1. Cf. Ibid., Lesson 4, 5.
2. Ibid., Lesson 6.
3. Cf. Ibid., Lesson 5.

individuals in it is a fairly abstract idea for the Primary age level. The first step in achieving it is this one of coming to have a feeling of friendship for the various individuals in the group. Then comes the transition to group feeling. This can be done by first having the child think of group goals or objectives to be attained by the group; then to undertake a consideration of which members of the group are to do what jobs in achieving the objectives. Then comes the decision of what part he is to do. The larger in importance this part is, the more difficult it seems to him, the more group feeling he will gain from it.¹

If the child has already made a good adjustment to the group, the parent should encourage him to help a less fortunate child who has not made such progress.²

Principles of good leadership suggested are:

1. The leader believes that something is worth doing.
2. He finds out how to do it from someone who knows how.
3. He builds; he doesn't destroy - this takes courage.
4. He inspires others to do things.³
5. He remembers "Thy Will Be Done".³

Another principle given is that "the measure of a person's leadership is the extent of his social influence."⁴ The challenge given is that it takes a better leader to build than to destroy.⁵

Motivation is also discussed. It is pointed out that praise to some degree is necessary, but that they should gradually lead the child to want to do a good job whether it will bring praise or not.⁶ Unexpected rewards

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1. Ibid., Lesson 9.
2. Cf. Loc. cit.
3. Ibid., Lesson 11.
4. Ibid., Lesson 10.
5. Cf. Ibid., Lesson 11.
6. Cf. Ibid., Lesson 3.

in the following ways are suggested:

1. Postpone bedtime half an hour on Friday night.
2. Invite a friend for a meal.
3. Attempt a children's play.
4. Have a family excursion.¹

(b) Use of Bible. In one sense every lesson deals with the Bible, for all the lessons of the unit are based on attitudes derived from the Beatitude in Matthew 5:10. The Lord's Prayer is also mentioned often, especially the phrase "Hallowed Be Thy Name". (This will be discussed later in connection with the subject Prayer.) In the thirteen lessons only two present a Bible story in the section to be used specifically by the parents.² However, since the entire lesson is sent home, Bible stories used in church school can be used by the parents. Among the six stories in the church school section were: "Jesus Has a Dream About Going to School", two about Joseph (emphasizing what happens when brothers react angrily to injustice and showing how Joseph overcame anger), Zaccheus (on becoming a friend), the "Small Boy Who Shared His Lunch" (on becoming part of a group), the "Lost Sheep" (giving one type of leader), and Samuel serving God under Eli (honoring God by doing something positive for Him). The Biblical source for the story is usually given, along

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1. Loc. cit.
2. Cf. Ibid., Lessons 2 and 5.

with a child's version from a special children's Bible book. In every case the story is told for a purpose and is vitally connected with the lesson. Not once is a Bible verse mentioned to be learned. With the story of Samuel there is a warning that details like Hannah's praying for a child should be omitted.¹ A justification for telling imaginary stories about Jesus such as the one about His dream is given with Lesson Two.

Two years ago there were parents who felt that some of the stories used in this unit were irreverent because they brought Jesus into activities characteristic of a Primary child. We want our children to feel deep affection and admiration for Jesus and to be inspired by him. Actually we see them more influenced by people whom they know and with whom they identify themselves in play. The evidence from parents and teachers indicates that where children felt that the boy, Jesus, was more understandable to them than the man, Jesus, met social situations similar to theirs and solved them, there was a genuine determination to make their lives like his. Where the child in the dramatizing of stories, has taken the part of the boy Jesus, he has done so with real seriousness. It would be a mistake to make this a meaningless routine by its frequency. If we can make this identification with dignity and great humility it can be the most powerful method yet discovered for giving children a deep reverence for and admiration of Jesus.²

The Joseph stories are made real through dramatization and "The Lost Sheep" through flannelgraph. The only other creative work mentioned in connection with the Bible is the making of sheepfolds.

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1. Cf. Ibid., Lesson 12.
2. Ibid., Lesson 2.

(c) Prayer. The teaching concerning prayer is based on the Lord's Prayer. In the section on educational and psychological helps there is at least one reference and sometimes there are several more in every lesson. The manner in which this is done can best be seen by two examples:

School is a place to learn more of the will of God. It is another place in which he can pray with his daily life, "Hallowed be Thy name," thus bringing increasing honor to God's name.¹

Help the child to make his prayers specific, not just rather vague platitudes. You might even try to teach him a meaning for "Thy will be done". In this case what he learns or could learn in school is God's will or part of it. The prayer then is for courage to get the best out of school, the better to do His will.²

(d) Home Assignments. One of the outstanding ways of achieving parent co-operation is through the home assignments included in each lesson in the section entitled "A Guide to the Parents". There are many methods suggested. The story form followed by a discussion is used six times. Occasionally the parents are urged to ask their children what they did in church school and then to discuss it with them. One assignment is to make a list of the things learned at school and another list of things the child can do because of what he had learned at school. Then he is to carry through one of

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1. Ibid., Lesson 1.
2. Ibid., Lesson 2.

the things listed at home.¹ Often the child is to bring something from home to be used in church school. One project requires the bringing in of fares for an imaginary plane ride they are taking to the "Country of Learning to Work and Play Together Happily" where they visit the "It's Fun If You Are Brave School". One week the fare is a picture showing children playing happily together; another time it is a slip of paper telling of a time the child masters his temper; and the last fare is a slip of paper telling specific ways he can meet unfair aggression.² In one assignment it is suggested that the child bring in simple costumes for a dramatization to be carried out at church school.³ Another good suggestion is that of the parents and children making up an original poem about the lesson. To urge them on, a poem written by one parent and child is given:

Temper, temper, go away
And don't come back another day.
If things don't happen just the way
I think they ought, I'll laugh and say
You can't get my goat - he's gone away.

A family Temper Chart is suggested in the same lesson at the top of which is to be the picture of a goat. Beneath the picture would be two columns of squares, each column having a square for each day of the week. One column is

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1. Cf. Ibid., Lesson 13.
2. Cf. Ibid., Lessons 2, 4, and 6.
3. Cf. Ibid., Lesson 5.

called "At Home" and the other "Gone Away". The children are to color the squares to indicate where the goat is on the different days of the week.¹ Only Lesson Two suggests that anything be purchased - a small picture of Warner Sallman's "The Boy Christ". Other helpful suggestions are observing the Big Dipper as an example of teamwork, drawing pictures to illustrate the lesson, having a family council, preparing a talk which the child could give to his class telling the others how to do or make something, and writing a prayer.² Usually two or three activities are given for each week, and the second lesson has as many as five activities.

(e) Outside Reading Helps. With each unit there is a Bibliography for each department.³ For this unit there are listed a commentary, a book of supplementary stories, a Bible story book on the child's level, a book on the psychology of personality, a book for the browsing table, and the picture by Sallman. The lessons with which this material can be used are also indicated.

(2) Secondary Level

(a) Psychological and Educational Helps.

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1. Cf. Ibid., Lesson 4.
2. Cf. Ibid., Lessons 9, 13, 11, 10, and 2.
3. Cf. "Vicarious Sacrifice Unit Bibliography", Primary Department, Grades 1 and 2, 1949-50.

There are certain features pointed out as being general characteristics of this age level. First, this age permits new insights:

This is one of the most interesting periods of childhood. Whole new types of insights are possible now for the first time - insights which are thrilling and inspiring. One of these is a partial capacity to read people's minds.¹

By reading people's minds is meant the ability to realize that a teased boy needs friends and that the snob really is unhappy and needs friendship. Second, children of this age level begin to object to unreality.² Third, many of the children about eight and nine years of age dream in school and have not yet realized that they must work hard to learn.³ Fourth, it is hard for the Secondary child to learn that God made us all different. "He is apt to pay far more attention to what he cannot do than to concentrate on what he can do."⁴ This is the first age at which the attitude of social persistence can be grasped at all.⁵ Finally, a wholesome reaction to ridicule and teasing is one which just fits the Secondary child.⁶

Other helps are given for each of the following specific attitude emphases: 1. overcoming the tendency

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1. "Lesson Plan for Parents and Teachers, Vicarious Sacrifice Unit", Secondary Department, Lesson 1.
2. Cf. Ibid., Lesson 2.
3. Cf. Loc. cit.
4. Ibid., Lesson 3.
5. Cf. Ibid., Lesson 5.
6. Cf. Ibid., Lesson 7.

to make a surrender reaction to social discouragement;
2. Learning to react wholesomely to ridicule and teasing
and to help others to do so; 3. Learning to look for
the potential value in failure; 4. Growing in willingness
to accept and carry out with energy the "lesser" tasks as-
signed to him; and, 5. Understanding that everyone, what-
ever his endowments, has some leadership responsibilities
to carry out. Under the first attitude emphasis mentioned
two specific helps are offered. The child should realize
which of his handicaps can be overcome and should work
hard to overcome them. He should not be frustrated in
trying to overcome handicaps which can not be overcome.¹
Helps under the third attitude emphasis include the fact
that ". . . when people tease, one has the opportunity of
doing some growing" and the realization that those who
tease either do it because they think it is fun or to
build up their own low confidence.² Three principles for
meeting teasing were: 1. think; 2. remember that light-
ness and a sense of humor relieve the situation; and, 3.
get the gang to help you (in the case of helping an un-
popular girl or boy).³ Lessons dealing with the third
attitude emphasis have several psychological helps. Two
reasons for failing are given -- you were just not made

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1. Cf. Ibid., Lesson 2.
2. Cf. Ibid., Lesson 6.
3. Cf. Ibid., Lesson 7.

for that purpose or you need more practise. A secure feeling of success in one field is a help in meeting failure in other fields.¹ Also, "the fact that people differ is the very essence of team play."² Under the fourth specific attitude a good discussion is given about the spiritual laws of God, the most powerful of which is Vicarious Sacrifice.

A physical law which the Secondary child can comprehend is the law of levers. Using it he can lift many times as heavy a weight as he can lift by just picking something up. The law of vicarious sacrifice is like that. Using it one can exert a social influence many times greater than if he does not use it.³

This law can be used by everyone - weak and strong, modestly endowed and brilliant.⁴ Under the last emphasis it is shown that all are leaders for they exert social influence. Two temptations represent the extremes of leaders. To one leader comes the temptation of leadership for the sake of having a lot of people look up to him as their leader. To another leader the temptation lies in the realm of desire for social acceptance. Parents are further exhorted to set their children a good example and to avoid cultivation of a "holier-than-thou" attitude about leadership.⁵

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1. Cf. Ibid., Lesson 8.
2. Ibid., Lesson 9.
3. Ibid., Lesson 10.
4. Ibid., Lesson 11.
5. Ibid., Lesson 12.

(b) Use of the Bible. In this series of lessons there are only four stories told or read from the Bible - Zaccheus (Luke 19:1-9), Joshua (Joshua 7), the Good Samaritan (Luke 10:30-37), and Exodus 25-27.¹ Since the story of Joshua is used both at home and at church, three Bible stories are to be told or read at home and two in church school. One story to be told in class is centered around the verse "Be not weary of well-doing."² Many times in helps to parents the Bible is mentioned. In Lesson 2 there is the statement "The Bible is filled with people who had inferiorities but overcame them"; in Lesson 3 there is a reference to Isaiah's prayer "Strengthen ye the weak knees." Other passages mentioned in the lessons are Galatians 6:9, John 6:9, Matthew 16:25, and Peter's jealousy of John.³ Observation of six Bible references to find the people who had courageous sympathy for people, of I Corinthians 13 to find Secondary persistence verses, and of Matthew 5:10 to see how a secular story carried out the verse are also included.⁴ Only one verse is given specifically to be memorized - Matthew 5:10.⁵ Families are to read together I Corinthians 13, Exodus 35:5,⁶ and

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1. Cf. Ibid., Lessons 6, 7, 8, and 11.
2. Cf. Ibid., Lesson 4.
3. Cf. Ibid., Lessons 4, 10, and 8.
4. Cf. Ibid., Lessons 1, 15, and 6.
5. Cf. Ibid., Lesson 6.
6. Cf. Ibid., Lessons 5 and 11.

Matthew 20:26,27 and Exodus 35:5 are to be placed on the family bulletin board.¹ Parallel stories from current child experiences are used along with some Bible stories to make the application easier.² One interesting use of a Scripture verse is its combination with a home project.³

(c) Prayer. Again, the instruction on prayer is taken from the Lord's Prayer. It is mentioned in every lesson at the close of the educational and psychological helps and often in the section called "A Guide for Parents". In Lesson 3 dealing with courage are the following two paragraphs:

Teach the emphasis of the Lord's Prayer as found in the Introduction. Make sure that the children realize the importance of prayer to you. One report says, "Father told of the time when he was suddenly asked to substitute for his boss as a speaker for a large meeting. He had only a few hours to prepare and he had never done any public speaking. He told us how frightened he was and how he prayed for help. He certainly received that help, for he did make a success of his talk."

Here is the way a Secondary child used prayer each morning before school: L. was quite tense and nervous about resuming school after vacation, but just as she started to school she seemed happy and said that she had just asked God to help her find someone she could help. When she came home at noon, I asked her if she had been able to help anyone. She replied that she had given one of the girls a pencil when she could not find one and she had chosen Tish (unpopular girl) for a game. Each day since she started to school with the same thought in mind and seemed to lose her tenseness.⁴

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1. Cf. Ibid., Lesson 7.
2. Cf. loc. cit.
3. Cf. Ibid., Lesson 5.
4. Ibid., Lesson 3.

Lesson 4 also includes an interesting account from a parent report showing how one child prayed "Lead us not into temptation" in many situations which would ordinarily have produced fear. Nine other times prayer is mentioned briefly in the last part of the lesson to the parents. Reference to the prayer mentioned in the introduction, thanksgiving before bedtime for the family team, the power of prayer over discouragement, and use in the family worship service were a few of those.¹

(d) Home Assignments. Unlike the Primary Level, the Secondary Level lessons mention the home assignments in the class. The book, Nathan Boy of Capernaum, is used specifically six times in the suggestions for study at home. More Bible study is indicated in these lessons than on the Primary level. Specific mention of it as well as of prayer has already been made. Family worship services are taken for granted and suggestions are given for conducting them. Probably because of the extensive use of Nathan Boy of Capernaum only one secular story is included in the lessons. The most interesting assignments are those in the form of projects as listed below:

1. Make a hurdle race for child's own handicap (shows steps he can take to overcome it).
2. Make booklet called "A Great Family and How It Grew" (illustrated and room for writing in how each one

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1. Cf. Ibid., Lessons 6, 9, 13.

grew by helping others).

3. List times you have been teased and methods used to meet it. Bring methods to church school to put into the trick bag.
4. Dramatize teasing situations.
5. Make a poster by adding part of a figure every time there is success in persistence in a hard job.
6. Carry out assigned job which previously had not been finished.
7. Church school lesson to be taught parents at home by child.
8. Family dinner conversation on "If everybody succeeded in everything".
9. Compile mind-reading list (including all the little things they are asked to do and all the things they think of doing without being asked).¹

(e) Outside Reading Helps. As has been indicated, the most important outside reading for this unit is the book, Nathan Boy of Capernaum. The other books in the bibliography are intended only for church school use.

(3) Junior Level

(a) Psychological and Educational Helps.

Two purposes are given for this unit - to acquaint the Junior boys and girls with the principles behind the story of Jesus' arrest, trial, and crucifixion and to point out the nature of His Christian courage and sacrifice.² To help teach the attitude of determination to carry out tasks

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1. Cf. Ibid., Lessons 2, 5, 6, 8, 10, 9, 11.
2. Cf. "Lesson Plan for Parents and Teachers, Vicarious Sacrifice Unit", Junior Department, Lesson 1.

in spite of fatigue or pain, it is pointed out that fatigue and often pain are far more mental than physical. In this same lesson it is shown that, since the Junior age is "incurably adventure loving", the courage to face danger attracts them. To make a child desire this courage he will need to see it as superior to the danger variety. One way to accomplish this "is to show its comparative rarity; another, its obviously greater difficulty; another, its greater results in our world."¹ The discussion of adjustment to injustice and persecution is similar to that on the Primary Level. Concerning courage, it is said, "The idea that courage takes practice is usually a new one to Juniors and one that is of great interest to them."² Hero worship of those who have been persecuted for righteousness' sake is one attitude which is felt to be particularly applicable to this age level. One comment is, "What we have been trying to do is to use a motivation which has been proven effective with Junior age children - hero worship - to instill in your child the courage to live in a Christian way."³ To help the children discover and develop their best skills for serving others, the parents and teachers are told: "... one way to find out what God wants you to do is to discover what He made you able

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1. Ibid., Lesson 2.
2. Ibid., Lesson 8.
3. Ibid., Lesson 10.

to do."¹ Another word about hero worship is given in Lesson 12 where the principle of identification is explained. Identification comes about when a child admires another so much that he comes to behave and think like him. Only this way will the child have the worship for Christ which he gives his football captain hero.²

(b) Use of Bible. Although many of the educational helps recommend hero stories for this age, there are surprisingly few of them in the unit. Jesus as a hero in the story of his arrest, trial, and death is repeated several times and in Lesson 9 the stories of Stephen, James and Peter and Paul are to be told.³ In the Junior material there are more references to reading verses and portions of discourses than to telling stories. Only four Bible stories are used in the home (three in one lesson) and three in church school.⁴ Reading with the child certain discourse passages is suggested in several lessons.⁵ Memory work is mentioned only once.⁶ When reading is suggested, there are usually pointers on items which should be found.⁷ The treatment of the death of Jesus is accompanied by these remarks:

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1. Ibid., Lesson 11.
2. Cf. Ibid., Lesson 12.
3. Cf. Ibid., Lessons 1 and 8.
4. Cf. Ibid., Lessons 1, 6, 8, 9.
5. Cf. Ibid., Lessons 3, 4, 6, 7, 10.
6. Cf. Ibid., Lesson 6.
7. Cf. Ibid., Lesson 8.

Telling the story of the Cross can be done more effectively at this age level than any other, but it must be done wholesomely. One child found the Bible story gruesome. It should not be that. At the other extreme is the child who finds that "the Bible bores me".¹

One assignment is to find experiences where the children can use the soft answer of Proverbs 15:1 to turn away wrath.² References to individual verses are often given in the Introduction to the lessons.³

(c) Prayer. The Lord's Prayer is again used in almost every Introduction to the lesson. For example:

The Lord's Prayer petition for this attitude is "Give us this day our daily bread." Despite the fact that some still think the petition related to physical "keeping of body and soul together", it can also be the inspiration for doing each day the jobs that need to be done on that day.⁴

The only different use of prayer was that of memorizing a prayer of St. Ignatius of Loyola:

Teach us, good Lord, to serve Thee as Thou deservest:
To give and not to count the cost;
To fight and not to heed the wounds;
To toil and not to seek for rest;
To labour and not ask for any reward
Save that of knowing that we do Thy will.⁵

(d) Home Assignments. The predominant

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1. Ibid., Lesson 1.
2. Cf. Ibid., Lesson 3.
3. Cf. Ibid., Lesson 5.
4. Ibid., Lesson 2.
5. Ibid., Lesson 12.

method is that of discussion. Unlike the other lessons, there are few original projects. Brief Bible studies of some type are mentioned in six lessons.¹ Other things required are listing things which sometimes make a child give up because of lack of spiritual courage, looking for news items of men and women who demonstrated by their behavior the spirit of Christian courage, reviewing and analyzing their friendships, practising congratulating people at home, and each member of the family sacrificing for someone else without telling him about it.²

(e) Outside Reading Helps. Unlike the Secondary material, the Junior material uses only a few outside reading helps. There is no continued story like Nathan Boy of Capernaum.

4. Parent Reports

a. General Description

These reports were suggested by Augustus H. Fox, chairman of the Religious Education Committee of the First Reformed Church, several years ago.³ Submitting a parent report each week for each child is now one of the requirements of the Project. The sample copy of this report on

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1. Cf. Ibid., Lessons 1, 4, 5, 6, 8, 10.
2. Cf. Ibid., Lessons 2, 1, 5, 6, 7.
3. Cf. "Parents and the Laboratory", Parents' Manual, p. 1.

page vi of the Appendix of this thesis shows that there is room for a home lesson plan and an evaluation of that plan at the end of the week.

b. Use Made of Reports

Extensive use is made of each parent report with real value to parent, to teacher, and to the Project. The form of the parent report shows that by using this regularly the parents will be led into a systematic program of Christian character education in the home. The teacher also benefits from the report, for she has a good check on the co-operation being given the Project in the home and a check on her own teaching.¹ After the parent report has been studied by the teacher, it is sent to the Union College Character Research Project Laboratory where it is used in several ways. First,

The chief value of Parents' Reports is to record the innumerable, practical, real life applications which are made of lessons, so that these new ideas can be shared with thousands of other parents as new lessons are printed.²

An examination of the lesson material makes it evident that these parent reports are being used in the writing of the lessons.³ General characteristics of the age groups are determined largely from these reports, specific creative

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1. Cf. Interview with Mrs. Morris.
2. "Parents and the Laboratory", Parents' Manual, p. 2.
3. Cf. Lesson 3, Secondary Department.

suggestions for family projects are being used, and encouragement to fill in the reports in the light of their help to the Project is in evidence.¹

c. Problems Involved in the Reports

The parent report is not without its problems. There is the problem of time required to fill it out on the part of the parents and the problem of helping the parents to write reports which are usable. Chapter VII of the Parents' Manual deals with both of these problems, giving examples of the great value to all concerned and of good and bad reports. The magazine sent by the Laboratory to member churches also has an article concerning the writing of parent reports. An example of a good report is as follows:

As a result of the church school lesson story Junior came home and asked at once what he could do to help the family team. We read the home lesson and the story it suggested and as a result he got some ideas on how to help the family team. He made a motto with the Scripture suggested in order to remind himself to do his share each day. So far he has not missed one of the duties he decided himself to assume. We feel that he is really developing the attitude and not just the outward conformance because he seems to be happy and cheerful about doing it and only yesterday he said, "You know, this lesson really works out like the teacher said it would."²

5. Parent Teachers

One effective means of parent co-operation is

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1. Cf. Lessons 1 and 12, Junior Department; Lesson 3 Secondary Department.
2. Class, op. cit., p. 1.

the introduction of parent teachers, husband and wife teaching a class together. When one teaches, the other sits in the background taking notes on the reactions of the children. At times the husband would make the better teacher; at other times the subject would be better taught by a woman. There is one class at the First Reformed Church of Schenectady taught by parent teachers.¹

6. Parents and the Laboratory

There was once in the life time of the Project a much greater emphasis on the individual testing program than there is now. The testing provides information on individual development on the physical, intellectual, special aptitudes, and character and personality traits level. The reasons for the change of emphasis were in the enlargement of the Project and the length of time required to test each child. When there was just one church using the materials, it was not too difficult to bring the children in for these tests. Now, with churches all over the country, it is impossible. Then, when one considers that it takes a staff of ten trained people working an entire afternoon to test five children, the disadvantage in the time element is obvious.² The brochure of the First Reformed Church of Schenectady gives the special rates for

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1. Interview with Mr. Sibley.
2. Observation at the Laboratory.

testing at the Laboratory: pre-school to 6th grade, \$15; 7th grade to 9th grade, \$20; 10th grade and above, \$25.¹

7. Parents and Financial Support

A program of this extent certainly requires financial support. The fee which must be paid to the Laboratory has already been discussed. The method of raising this money in the individual churches varies. Some charge tuition; others do not. The First Reformed Church in Schenectady provides the materials out of its church funds. If the parents desire the individual psychological tests, they must pay for them.²

E. RESULTS ACHIEVED

1. Extent of Co-operation Secured

Because of the extent of the Project and the lack of available statistics, few definite results can be cited. For example, the fact that parent classes are being held in most of the churches is known, but the statistics on the average attendance is known only in one case. The First Reformed Church estimated that their average attendance at parent classes was fifty parents each Sunday.³ General attendance in the church school is also unknown,

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1. "The Character Education Project of the First Reformed Church, Schenectady, New York".
2. Observation at the Laboratory.
3. Interview with Mr. Sibley.

except that one church reported an increase of 539 children on the second Sunday of the year it entered the Project.¹ Of the parent reports Dr. Ligon stated:

Not all parents turn in these reports. Not all parents have either the persistence or ability to search out ways of teaching attitudes to their children successfully. Many do.²

On file at the Laboratory are all the parent reports which have been sent in by the churches. On the Vision Unit for 1947-48, Primary Level, Lesson 1 had 141 reports, Lesson 2, 113 reports, and Lesson 3, 116 reports. On the Vicarious Sacrifice Unit for 1947-48, Junior Level, Lesson 9 had 76 reports, Lesson 10, 78 reports, Lesson 12, 68 reports, and Lesson 13, 53 reports.³ It is not known whether or not these are typical returns for other units. Mrs. Morris stated that she had just averaged 5 reports per child for twelve weeks while the Secondary teacher had an average of 3 out of 12.⁴

2. Effects of Results Indicated

a. Effect on the Children

The outstanding evidence of the effects of the Project is found in the parent reports. There both the effect upon the child and the effect upon the parent is

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1. Cf. Ligon, A Greater Generation, op. cit., p. 117.
2. Ibid., p. 92.
3. Observation at the Laboratory.
4. Interview with Mrs. Morris.

evident. There is some evidence of dissatisfaction with the lessons, as one report reads:

It must be reported that Tommy finds "The Lone Ranger" more appealing at this time than any of the stories from the church school lessons. This is accepted as a challenge both to the church school and to the parents.

Lynne asked if she had to die for religion and I must say I assured her she would not. It seems to me that this is a little heavy for children of this age. . . .¹

The majority of the reports give more favorable reactions:

On last Saturday, I said, "Ann, if you hurry home from art lesson and help with the housework and the snow shoveling, I'll give you some extra money." She said, "You don't need to pay me, mother, I'll be glad to help you. If you did give me money, I would put it in my Lenten envelope."²

One parent wrote that her child had learned enough about courage to enable her to leave the rest of the group and go on by herself so she would not be late to campfire meeting.³ Another wrote:

. . . I've noticed a decidedly new interest in Bible characters and Bible stories the last few days. He read Pelagie Doanes' Childrens Bible and took it to school to show the library teacher because he liked it so much and is lending it to his classmates. He read it for pleasure, and not as a duty (the way I read Bible stories when I was ten).⁴

b. Effect on the Parents

One common reaction on the part of the parents is the realization that they have to learn the attitude

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1. Parent Report No. 16, Vicarious Sacrifice Unit, 1947-48.
2. Parent Report No. 25, Vicarious Sacrifice Unit, 1947-48.
3. Cf. Parent Report No. 39, Vicarious Sacrifice Unit, 1947-48.
4. Parent Report No. 51, Vicarious Sacrifice Unit, 1947-48.

before they can help their child to learn it. One mother writes:

One day this week I was worn out from having all the children at our house and was ready to chase them out of the house. Just as I was at my angriest my son reminded me how nice it is for his sister that she is popular and that her friends like to come here to play.¹

Mrs. Morris mentioned how grateful the parents of the children in her class are for the time she spends preparing lessons, etc. One brought her a cake on Sunday, saying that she knew Mrs. Morris wouldn't have much time for baking.² Dr. Ligon states that at the beginning of the Project he had felt that securing parent co-operation would be the most difficult part. After many years of work with parents he says:

Our experience has been so strikingly to the contrary, that now I believe that parents represent the one irresistible force that will bring about a new era in character education.³

c. Effect on the Church School

The effect upon the church school can be seen by realizing the percentage of churches which give evidence of satisfaction by continuing with the Project. The growth in the number of churches using the materials is another indication of the effectiveness of the Project.

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1. Parent Report No. 51, Vicarious Sacrifice Unit, 1947-48.
2. Interview with Mrs. Morris, pp. 111.
3. Ligon, A Greater Generation, op. cit., p. 106.

F. SUMMARY

This study of "Parent Co-operation Seen in the Union College Character Research Project" began with a brief historical survey which revealed that since its inception in 1935 the Project has grown to include forty-five churches scattered over a wide area. Analysis of procedure revealed at least six main emphases in relation to parent co-operation: parent classes, parent interviews, parent lesson material, parent reports, parent teachers, and parents and the psychological tests given at the Laboratory.

The purpose of parent classes was found to be the provision for training in methods of character education and the stimulation of close parent co-operation with the church school. Weekly meetings with interesting and varied programs were discovered. The parent interviews have the two-fold purpose of finding the child's present state of development in terms of goals for each unit, and of finding his interests, his activities, and his adjustment to home, school, and society. Two forms, the attitude scale and the parent interview outline, are used to gain this information. Using the adaptation procedure, the information gained was seen to be used in following lessons. There are two problems pointed out concerning the parent interview - the lack of the ability of parents to be objective and the amount of time taken for the interview.

After a general discussion of the organization of the curriculum and of the lesson plan in particular, the following subjects were traced through the Vicarious Sacrifice Unit on the Primary, Secondary, and Junior Department levels: psychological and educational helps, use of Bible, prayer, home assignments, and outside reading helps. Through this examination it was found that some helps are given which are peculiar to each age level and in addition many practical psychological helps are suggested. In tracing through the use of the Bible it was found that in one sense every lesson is based upon the Scriptures, for all attitudes are derived from the Sermon on the Mount. Other portions of Scripture are mentioned, and each time they are made practical with examples of how the teaching can be applied in the life of the child. Little memorization of Scripture is indicated. The teaching on prayer is primarily taken from the Lord's Prayer, but a few other helps are given. The home assignments are varied and interesting. Many of them come from suggestions which have come to the Laboratory from the parent reports.

The parent report was found to be the most valuable phase of the program. It enables the parent to see his child objectively and to have a planned program of character education in the home. It helps the teachers to gain new insights into the individual children in their

classes. Finally, it gives the Laboratory a sound basis for writing and revising their lesson plans. The parent teacher aspect of the Project was found to work well and be rewarding. One phase, that of the parents and the Laboratory, was found to be decreasing in emphasis due to the growth of the Project and the time involved on the part of the staff for each child tested.

Actual measurements of the results achieved through the Project were seen to be meager. Only scattered statistics were found showing the extent of the cooperation achieved. However, the effects on the children, the parents, and the church school were felt unquestionably to be of a favorable nature.

CHAPTER II
PARENT CO-OPERATION SEEN IN THE PRESBYTERIAN
NEW CURRICULUM

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A. INTRODUCTION

This chapter will first deal briefly with the history and purpose of the Presbyterian New Curriculum. It will then make a more detailed analysis of the procedures used to bring about parent co-operation, namely, parent classes, home visitation, teacher-parent lesson material, other general means of bringing about parent co-operation, and parents and financial support. Finally, there will be a discussion of the results achieved in enlisting the co-operation of the parents.

B. BRIEF HISTORY OF THE PRESBYTERIAN NEW CURRICULUM

1. Atlantic City Conference - 1938

The history of the Presbyterian New Curriculum can be written in terms of four important years - 1938, 1942, 1944, and 1948. In 1938 the Board of Christian Education called a conference in Atlantic City to which were invited forty people from all over the country.¹ Pastors, laymen, and directors of religious education were

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1. Cf. "Speakers' Manual for the Presentation of the New Curriculum", p. 15.

all represented. Great care was taken to get representatives from the various types of churches - large metropolitan churches, large suburban churches, and small town churches. The purpose of this meeting was to consider the problem of creating a curriculum for the Presbyterian Church which would fit all types of situations. One week was spent in a critical analysis of the curriculum then in use and in suggesting features which should be incorporated into the new curriculum which they felt was necessary.¹

2. Staten Island Conference - 1942

In 1942 a group of people was brought together at Wagner College on Staten Island for an extended conference of seven weeks. Some of the members of the Atlantic City Conference were present, but there was also a large number of other people who represented the educational program of the church. A few representatives from other denominations were present. The result of this conference was a preliminary outline of the Presbyterian New Curriculum.²

3. Recruiting of Editorial Staff - 1944

In 1944 an editorial staff was recruited to begin work on a new curriculum which would replace the

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1. Cf. Ibid., p. 15.

2. Cf. Loc. cit.

departmental graded material then in use. That staff has been working continually ever since, "refining the work done at Staten Island, writing descriptions of courses for the new curriculum, engaging writers to write the materials, discussing and perfecting plans regarding format, period of issue, and so forth."¹

4. Publication of the Presbyterian New Curriculum - 1948

On October 1, 1948 the Presbyterian New Curriculum, formally called "Christian Faith and Life: A Program for Church and Home", was launched in 6,000 churches.² A strong promotional program accompanied the introduction of these materials, but - what is more important - a constructive follow-up program has also been initiated. In the Greater New York area, for example, four Pre-View Conferences are held three times each year, when materials are presented for the next quarter and local problems are discussed.³ Today there are over 5,300 Presbyterian, U.S.A., Churches using the Presbyterian New Curriculum and some 1,200 churches of other communions.⁴

C. PURPOSE OF THE PRESBYTERIAN NEW CURRICULUM

1. In Terms of a General Goal

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1. Loc. cit.
2. Cf. "A Statement Regarding the New Curriculum", p. 17.
3. Observation, 1948-50.
4. Cf. Ralph Norman Mould, "These Parents Teach Religion", The Christian Century, 1:111, January 25, 1950.

In a paper entitled "Basic Principles of Curriculum", a statement adopted by the Board of Christian Education of the Presbyterian Church in the U.S.A. for the curriculum to be introduced to the church October 1948, the goal of the Presbyterian New Curriculum is given:

A truly Christian educational program for children and youth has as its comprehensive goal that they may grow up in the most definite way into the full life and faith of the Church of Jesus Christ. It is not sufficient merely that they become members of the church of their community and conform to the existing order in it. Rather the hope is that in them the purpose of Christ will be realized with such earnestness and forthrightness that they will be a leaven in their church, ever afresh bringing renewal of life and restoration of its true nature to it. Growing up into the life of the Church will mean that they enter, step by step, into that life which the Church has with God in worship, and into that fellowship which Christians have with each other because of their oneness in Christ. It will also mean that the historic faith of the Church will become their personal faith by which they live day by day, and that, because of the faith which possesses them, they will commit themselves decisively to the life of active discipleship which Christ expects of all who call themselves his followers. As disciples they will seek constantly to know God's will and to do it in relation to the issues of life in the local, national and international communities, and they will be aware that to come under God's rule now is to have citizenship in a kingdom which is eternal. From the lowest grades to the highest, all units of a curriculum should be pointed definitely toward the realization of this goal.¹

The double standard - one goal for "ordinary" Christians and another for those who take their discipleship seriously - is to be avoided.²

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1. "Basic Principles of Curriculum", p. 4.
2. Cf. Loc. cit.

2. In Contrast with Character Education

Not only is the goal given in positive terms, but it is also given negatively. The writers of the Presbyterian New Curriculum believe that their goal goes farther than that of character education. Because of its pertinence to this thesis the rather long quotation is given in full:

It is not sufficient to conceive the goal of Christian education in terms of character. A true Christian faith, true worship, renunciation of self in order to find life in the Christian fellowship, and the acceptance of responsibility for sharing the Christian faith with others, all have their fruits in the development of distinctive qualities of Christian character. But when attention is concentrated primarily upon character development, there is a tendency for Christian education to become purely moralistic, neglecting the deeper aspects of Christian faith. It produces then, in the main, good religious people with an inclination toward complacency about their own goodness and religiousness but with little inclination toward those disciplines which are necessary for able, intelligent and aggressive Christian discipleship. It must be recognized that men who possess many excellent qualities of character such as honesty, charitableness, faithfulness, and industry may yet be quite unwilling to be in any real sense members of the body of Christ through which he continues his saving work among men. They may be intensely loyal to the church as a part of their heritage and as a valuable community institution and yet relatively unconcerned about that for which Christ founded his Church and gave his life, the evangelization of the world. Christian education, therefore, interprets Christian character wholly in terms of the gospel with its emphasis upon sin and redemption, and seeks that there may be shaped in persons today the same mind and spirit, the same response to God and man, and the same outlook upon life which Jesus sought to bring to birth in his first disciples.¹

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1. Ibid., p. 5.

D. PROCEDURE IN ACHIEVING PARENT CO-OPERATION

The "Prospectus" of the new curriculum for October 1949 to September 1950 includes in its list of the six outstanding features of the new curriculum the statement that "this curriculum enlists the co-operation of the home."¹ It is the purpose of this chapter to analyze in the following order the means of enlisting parent co-operation as found in the new curriculum: parent classes, home visitation, parent-teacher lesson material, and miscellaneous suggestions.

1. Parent Classes

a. Purpose

In the manual entitled "Parent Education and Christian Family Life in the Local Church" the purpose of parent classes is given: first, to clarify the thinking of the parents on religious matters, and then to help them teach their children.²

b. Method

It is suggested that the minister work together with a planning group composed of several couples to choose the most convenient time for meeting and the subject of

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1. "Prospectus, Christian Faith and Life, A Program for Church and Home", p. 3.
2. Cf. "Parent Education and Christian Family Life in the Local Church", p. 14.

study which would be most profitable. The following subjects have been suggested by other parents:

The Content of the Bible (or) Bible Study.
Christian Beliefs and the Growth of Christian Personality.
How to Teach Religion in a Home in These Times.
What Our Children Are Studying in the Church School.
The Spread of Christianity - How and Where?
Answering Children's Questions.
The Christian's Attitudes Toward Social Issues.¹

2. Home Visitation

a. Purpose

Great importance is placed on the second means of bringing about parent co-operation, that of home visitation as seen in the following quotation:

Since the introduction of "Christian Faith and Life, a Program for Church and Home" into so many churches, there is one necessity that is universally accepted by church leaders if parent participation is to be intelligent and faithful: more visitation in homes. It will bear more fruit than any number of parent classes and meetings.²

Although there are many reasons for home visitation - friendly visitation of children and parents giving unreached parents a welcome to the church and others - the specific purpose of this phase of work in the new curriculum is to deliver and to explain the teacher-parent magazine and reading books, and to arouse and stimulate the interest of the parents in using them.³

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1. Ibid., p. 13.
2. Ibid., p. 5.
3. Cf. Loc. cit.

b. Method

The teachers are the natural ones to do the home visitation, but in many cases "class parents" are appointed to assist. In this case training in home visitation is necessary. The minister, it is suggested, should give those who are to do the visiting a brief picture of the over-all program of the church so that they can answer any questions the parents they visit may ask. Then there ought to be a thorough understanding of the purpose of their visit. Finally, a few definite suggestions as to the use of the teacher-parent magazine and reading book for the next unit should be included.¹

These home visits, timed to coincide with the new unit and preferably when both parents are home, are to be followed up in a report given to the department superintendent or the teacher involved.²

3. Parent-Teacher Lesson Material

a. General Survey

(1) The Three Major Themes. The third, and most important means of tying together the church and the home in the work of Christian education is the teacher-parent lesson material. This material is built on a

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1. Cf. Ibid., p. 7.
2. Cf. Ibid., p. 8.

three-year cycle. For the first year, 1948-49, the theme running through each age group is "Jesus Christ". The second theme, for 1949-50, is "The Bible", and the third theme, for 1950-51, is "The Church".¹

(2) The Organization by Age Levels. These three themes are graded in content for each of the departments - Nursery (age 3), Kindergarten (ages 4 and 5), Primary (ages 6, 7, and 8), Junior (ages 9, 10, and 11), Junior High (ages 12, 13, and 14), and Senior-Young People (ages 15-21). However, as before indicated, this study will include only the Primary Department.

b. Specific Analysis

(1) Teacher-Parent Magazine - Primary Department. The teacher-parent magazine for the Primary Department is entitled Opening Doors. This sixty-four page magazine is published quarterly and contains articles of general interest for teachers and parents, plus the individual lesson plans. These lesson plans are composed of three main sections - a brief introductory section entitled "To Those Who Will Teach Primary Children", a main section dealing with the church school lesson, and a concluding section entitled "A Message to the Home". The specific analysis of

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1. Cf. "Speakers Manual for the Presentation of the New Curriculum", op. cit., p. 22.

the teacher-parent magazine which follows will be taken from the articles of general interest and from the third section of the lesson plan, written especially for parents. In this analysis the psychological and educational helps, the use of the Bible, suggestions regarding prayer, home assignments, and outside reading helps will be considered in turn. The emphasis will not be on the amount of material under each of the above headings, but on the variety of material.

(a) Psychological and Educational Helps.

It is interesting to see that although the importance of good method is recognized, method is seen in its relationship to the primary emphasis, that of making the power of Christ central. James D. Smart, Editor-in-Chief of the new curriculum, writes:

Christ alone is our new beginning. All our careful preparations, all our handsome new books and magazines, all our training in improved techniques, count for nothing unless Christ be in all our actions and thoughts and words. He makes all things new - our hearts, our minds, our teaching, the whole of our dealings with our pupils, and then our pupils themselves.¹

The power of Christ, it is held, can then be released in the lives of the pupils by following certain general educational and psychological principles given in the teacher-parent magazines. Certain of these principles are

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1. James D. Smart, "A New Beginning", Opening Doors, 1:3, October-December, 1948.

given as particularly important for this age group. For example, in teaching new hymns the parent can take advantage of a new skill which Primary children are acquiring, whistling.¹ Dorothy B. Fritz, Editor of Children's Publications, points out a principle which affects the matter of stewardship training:

In the Primary Department children can begin to understand something of the organization and work of the Church as a whole. One of the important factors in this is to make their giving meaningful. Primary children should know that their gifts become part of the total Church budget, to be used partly in helping to support the local Church and partly to share in a world-wide benevolence program.

Two examples of help given in the area of social relationships for Primaries are:

So, from the "me" of the nursery and the "you and me" of the kindergarten, the primary children go on to the meaning of "we" - the many friends in their Church who work together for good.

Parents unconsciously foster it [children's natural desire to be first] by their own very natural desire to have their child excel. . . . Comparing one child with another in the family or neighborhood, setting impossibly high standards of achievement, expecting adult levels of conduct in a child - all make for warped personalities and often lead to an over-aggressive or a fearful attitude toward life.³

The mental development of the Primary child is pointed out: The 6-year-old acts largely on impulse, but

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1. Dorothy B. Fritz, "Making the Best of It", Opening Doors, 1:19, October-December, 1948.
2. Helen A. Rising, "Getting Acquainted With Some Grown-up Church Friends", Opening Doors, 1:20, October-December, 1948.
3. Lesson for March 20, Opening Doors, 1:53, January-March, 1949.

the 8-year-old has begun to think before he acts.¹ There is now the beginning of the ability to distinguish between fact and wish.² Physically, there is need for proper recreation as a release of nervous tension.³ Although the child is not yet ready for formal dramatization, which requires memorized dialogue, he can take part in such interesting forms of dramatic activity as rhythmic movement, pantomime, picture-posing, puppet plays, etc.⁴

In addition to the educational and psychological principles given for the Primary age level, there are other principles which are made prominent by their repetition in the various magazines. For example, there are many warnings to parents to set a good example for their children. In two of the teacher-parent magazines there are the following admonitions:

There is no one who can teach your child what Christianity means as well as you yourself can. The Church and Church School have much to give him of a group experience in religion, or of comradeship in worship and service. But the day-by-day teaching that comes naturally as the result of shared experiences in home and neighborhood, illuminated by your example and comments, is vital to your child's Christian growth.⁵

Blessed are fathers and mothers who seek to develop Christian attitudes and practices, for their children

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1. Cf. Ethel L. Smither, "Foundations for Temperance", Opening Doors, 1:8, January-March, 1949.
2. Cf. Ibid., p. 9.
3. Cf. Ibid., p. 21.
4. Cf. Dorothy B. Fritz, "Let's Act It Out", Opening Doors, 1:20, January-March, 1949.
5. Expansion Lesson Number 2, Opening Doors, 1:33, October-December, 1948.

will surely learn the family ways of life and religion.

Blessed are the homes where love and trust, consideration for others, and friendly neighborliness abide, for these basic Christian foundations are learned by children when no one is consciously teaching.¹

Some specific ways in which the parents should set a good example for their children are: regular church attendance, and correct attitude toward the minister,² meeting new situations without fear,³ practising a stewardship of time,⁴ having the proper attitude toward sex,⁵ putting the Christian emphasis on the Christmas season,⁶ and, most important, living as a child of God in every word and act.⁷

There is an emphasis on a positive, rather than a negative approach with children:

Believe in your child's genuine desire to be helpful. Be surprised when he forgets. Never say, "That's just what I might have expected." Say, rather, "That's not really like you! You really are a thoughtful, helpful person." Make the most of every bit of helpfulness he shows. Let him feel your positive, warm approval. Keep constantly in his mind, and in yours, a picture of him at his best. ⁸This positive approach is surprisingly effective.

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1. "Foundations on Which We Build", Opening Doors, 1:23, January-March, 1949.
2. Cf. John T. Galloway, "Your Pastor and Your Children", Opening Doors, 1:17, January-March, 1949.
3. Cf. Lesson for December 26, Opening Doors, 1:61, October-December, 1948.
4. Cf. Smither, op. cit., 1:9.
5. Cf. Christine Bosley, "Homes in the Making", Opening Doors, 1:8, April-June, 1949.
6. Cf. Lesson for November 28, Opening Doors, 1:52, October-December, 1949.
7. Cf. Lesson for December 12, Opening Doors, 1:56, October-December, 1949.
8. Lesson for May 8, Opening Doors, 1:41, April-June, 1949.

Psychologists tell us that no child learns to be loving unless he first feels sure that he himself is loved. It is not enough for you to love your child - he has to know that you love him. He has to feel your warm approval and acceptance of him. Constant scolding, criticizing, and punishing may undermine the very foundation upon which he has to build a happy, healthy Christian personality.¹

Another emphasis is that of preparing the children to have a wholesome view toward work. They should appreciate all types of workers and should be looking forward to taking up the vocation which God wants them to have.²

In addition to the educational and psychological helps included in the teacher-parent magazine there are certain books which are recommended to parents. One of these helps parents deal with their children's questions; another deals with the psychological aspects of six and seven-year-olds.³

The following helps given in the magazines are not repeated enough to be considered as prominent emphases, but they are important:

1. Make much of a child's birthday, filling it full of Christian meaning.⁴

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1. Lesson for July 3, Opening Doors, 1:32, July-September, 1949.
2. Cf. Lesson for November 7, Opening Doors, 1:45, October-December, 1948.
3. Cf. "Have you Read, Seen, Heard?", Opening Doors, 1:10, January-March, 1949; "Have you Read, Seen, Heard?", Opening Doors, 1:9, July-September, 1949.
4. Lesson for October 17, Opening Doors, 1:39, October-December, 1948.

2. Correction and criticism should be regarded as something which can be taken without injury and with real benefit.¹
3. Check the child's life for balance. For example, Are you training him in consideration for others as thoroughly as you guard his teeth and eyes? Are you as concerned about his Christian education and nurture as you are about his skill in sports and social graces?²
4. Practise family worship seven days a week, for "It is not enough to drop a child and his nickel faithfully into the Sunday School wishing-well once a week, or to take a weekly dose of worship all on Sunday morning."³
5. Take time to answer questions, for they are the child's "growing edge".⁴
6. A sense of humor can relieve many tense situations. For example, telling an appropriate humorous story can eliminate a quarrel.⁵
7. Insofar as possible, let a child solve his own problems.⁶
8. Family relationships can be improved through analysis of the problem and the observance of a few principles.⁷

Finally, there is a series of articles which deals with specific problems of childhood, one article in each of three issues, which, while intended primarily for

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1. Lesson for October 24, Opening Doors, 1:41, October-December, 1948.
2. Lesson for January 2, Opening Doors, 1:63, October-December, 1948.
3. Winston L. King, "The Church of God in Our Town", Opening Doors, 1:3, January-March, 1949.
4. "When Children Ask", Opening Doors, 1:30, April-June, 1949.
5. Jeanette Perkins Brown, "Relieving Tensions Through a Story", Opening Doors, 1:6, July-September, 1949.
6. "I Wish I Could", Opening Doors, 1:22, July-September, 1949.
7. "Just Relax", Opening Doors, 1:15, July-September, 1949.

teachers, contain many helps for parents. The first article, "Problems - The 'Show-Off'", concludes with the following guiding principles:

1. Difficult behavior is just a symptom. Look for the cause.
2. Treat the cause, not the symptoms.
3. Pray that you may really understand and love the difficult child.¹

The second article, "Problems - On the Fringes", again gives summarizing principles:

1. Start where the child is and go as fast as he can go.
2. Help the detached, critical child by showing him that he is liked and accepted, thus lessening his sense of inferiority and rejection.
3. Help the shy, self-conscious child to achieve a sense of self worth and to turn from self to others.
4. Guide each of them to turn from self to God.²

And the third article, "Problems - 'Just Try to Make Me!'", gives the following summary:

1. Hostile children often feel inferior, unwanted and unloved.
2. Treat such children by showing them that they are wanted and loved.
3. Use the group to help them achieve status and to learn to live as co-operating members of the group.³

(b) Use of Bible. In tracing through the use of the Bible the use of memorization will be considered first, next the other methods used to present the Scriptures, then the Bible stories and selections employed, and

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1. Harriet Raab, "Problems - 'The Show-Off'", Opening Doors, 1:7, January-March, 1949.
2. Harriet Raab, "Problems - On the Fringes", Opening Doors, 1:16, April-June, 1949.
3. Harriet Raab, "Problems - 'Just Try to Make Me!'", Opening Doors, 1:5, July-September, 1949.

finally, miscellaneous information about the Bible. The following passages are given to be memorized: Psalm 100,¹ Psalm 23,² Luke 6:9-13,³ Luke 2:8-14 (Christmas story),⁴ Matthew 22:37, 39 and Luke 10:27 (the two great commandments),⁵ Psalm 104:24, 33 (praise for creation and praise in song),⁶ and Exodus 20:16, Matthew 20:39, Ephesians 4:25, Romans 15:2, and Romans 13:10 (rules about good neighbors).⁷ One suggestion for a birthday celebration is the selection and memorization of a birthday name verse.⁸ In most cases the memorization is done in a meaningful way, and often the parent is told to memorize the material along with the child.⁹

In addition to the actual memorization of Scripture, many other methods are employed. One article gives helpful information on how pictures can make Bible times real to children.¹⁰ Explanation of difficult words makes

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1. Cf. Lesson for October 24, Opening Doors, 1:42, October-December, 1948.
2. Cf. Lesson for November 7, Opening Doors, 1:46, October-December, 1948.
3. Cf. Loc. cit.
4. Cf. Lesson for December 12, Opening Doors, 1:56, October-December, 1948.
5. Cf. Lesson for January 30, Opening Doors, 1:38, January-March, 1949.
6. Cf. Lesson for February 27, Opening Doors, 1:47, January-March, 1949.
7. Cf. Lesson for August 14, Opening Doors, 1:47, July-September, 1949.
8. Cf. Lesson for October 17, Opening Doors, 1:40, October-December, 1948.
9. Cf. Lesson for January 30, Opening Doors, 1:38, January-March, 1949.
10. Cf. Eva Watson Frye, "Pictures Help Children Know the Land Where Jesus Lived", Opening Doors, 1:4, October-December, 1948.

an understanding of the Bible easier.¹ The ear-gate is not neglected, for the "All Aboard for Adventure" series of records - especially Series V with its story of how the Bible came to be and how it is sent abroad today - is recommended both for family devotions and for sharing with neighborhood children.² The value of dramatization is highlighted in one article:

The Bible can have no reality in the life of a child until he realizes that everything in it happened to real people. This means that the child must know the life of Bible folks almost as well as his own. Only by entering into the nomad life of the patriarchs, and the villages and towns of Jesus' day, can he understand the words of the Bible and the truth in them for all people everywhere.³

For the Primary this drama could take the form of pantomime, rhythmic movement, picture-posing, or puppet plays.⁴ Since so little is given of the boyhood of Jesus, the parents are urged to read one of the Gospels through thoughtfully, making a list of the details they can surmise from the words and deeds of his later life.⁵

A study of the story behind the Bible is recommended for the entire family during the summer vacation. Such questions as: What about the Bible? Where did the

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1. Cf. Mildred Corell Luckhardy, "Here Are Two New Words", Opening Doors, 1:9, October-December, 1948.
2. Cf. "Have You Read, Seen, Heard?", Opening Doors, 1:9, October-December, 1948.
3. "We Tried This - You Can Too", Opening Doors, 1:13, October-December, 1948.
4. Cf. Dorothy B. Fritz, "Let's Act It Out", op. cit.
5. Cf. Lesson for October 3, Opening Doors, 1:34, October-December, 1948.

Bible come from? and What does the Bible teach for today? could be the beginning of such a study.¹ One other method is that of sending home with the child a memory verse on a plaque which can be hung in the child's room.²

There are not so many Bible stories given in the teacher-parent magazines as one might expect, but the fact that three of the home reading books deal with the Bible partly explains this. The selections which are given to the parents to be used with the children are as follows: Christmas stories in the Gospels,³ Easter stories in the Gospels,⁴ seven good neighbor stories,⁵ eight stories of churches,⁶ the story of Zacchaeus,⁷ two stories of calling the disciples and sending them out,⁸ the story of the widow's mite,⁹ and six Psalms of praise.¹⁰ Where Bible selections are mentioned, there is adequate help to enable

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1. Cf. "The Story Behind the Bible", Opening Doors, 1:14, July-September, 1949.
2. Cf. Lesson for July 17, Opening Doors, 1:38, July-September, 1949.
3. Cf. Lesson for November 28, Opening Doors, 1:52, October-December, 1949.
4. Cf. Lesson for August 7, Opening Doors, 1:45, July-September, 1949.
5. Cf. Lesson for August 21, Opening Doors, 1:49, July-September, 1949.
6. Cf. Lesson for September 13, Opening Doors, 1:59, July-September, 1949.
7. Cf. Lesson for February 6, Opening Doors, 1:41, January-March, 1949.
8. Cf. Lesson for October 3, Opening Doors, 1:34, October-December, 1948; Cf. Lesson for February 6, Opening Doors, 1:41, January-March, 1949.
9. Cf. Lesson for March 27, Opening Doors, 1:56, January-March, 1949.
10. Cf. Lesson for November 21, Opening Doors, 1:49, October-December, 1948.

the parents to put them into life situations. For example, to go with the good neighbor stories, the magazine suggests that they make at home a Good Neighbor's Book which illustrates the golden rule. The child might dictate to his parents accounts like the following: "My father was a good neighbor today. He helped Mr. _____ change a tire when he had a flat."¹ In addition to the Bible selections for the children, there are many more selections of devotional and instructional nature for the parents.²

Certain other miscellaneous information about the Bible is given. Various versions of the Bible are used. One article argues for the use of the Revised Standard Version, explaining that several expressions in the King James Bible are "foreign" to us today. "It is right that Americans, as well as other people, should have God's Word in their own tongue."³ On the other hand, The Westminster Study Edition of the Holy Bible, which uses the King James text is recommended for parents.⁴ Within the curriculum both of the above-mentioned

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1. Lesson for July 24, Opening Doors, 1:24, July-September, 1949.
2. Cf. Lesson for January 16, Opening Doors, 1:32, January-March, 1949.
3. J. Carter Swaim, "In the Common Tongue", Opening Doors, 1:13, January-March, 1949.
4. Cf. "The Study Bible", Opening Doors, 1:30, April-June, 1949.

translations are used, as well as the Moffatt version.¹

The question of the use of stories of Jesus' boyhood, most of which must be fictional, is discussed briefly. The fact that we have only the story of his birth, his flight into Egypt, and what is given in Luke 2:22-52 has made many writers attempt to give fictional accounts of his boyhood in keeping with the times. The writers of one parent magazine say: "None of them satisfy us completely; some of them repel us."²

Parents are reminded that there is a difference in the ability of the first grader and that of the third grader. It is best to read to the first grader, but the third grader can join the parent in reading the Bible.³ They suggest, too, that a children's book of Bible stories would be helpful.⁴

(c) Prayer. The emphasis on prayer in the parent-teacher magazines varies, for while one unit is based on a study of the Lord's Prayer,⁵ another unit has few references to prayer.⁶

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1. Cf. Lesson for July 31, Opening Doors, 1:43, July-September, 1949.
2. Lesson for October 10, Opening Doors, 1:37, October-December, 1948.
3. Cf. Lesson for January 16, Opening Doors, 1:32, January-March, 1949.
4. Cf. Lesson for October 3, Opening Doors, 1:36, October-December, 1948.
5. Cf. Opening Doors, April-June, 1949.
6. Cf. Opening Doors, July-September, 1949.

In the study which follows, the use made of the Lord's Prayer will be examined first, and then there will be an analysis of the methods employed in teaching and encouraging prayer in the home.

The children are asked to learn the Lord's Prayer through its use in family devotions or at bedtime.¹ The activity sheet with the words and music of the Lord's Prayer is both an aid to learning the prayer as well as a help in using it in the home.² The reading book, Thine Is the Glory, has as its purpose "to help boys and girls understand a little more clearly the meaning of the Lord's Prayer."³ In this book two children are stimulated to ask questions about prayer, and through conversation with older people, they find the answers to their questions. Another book, Ronnie and the Lord's Prayer, is recommended and is described as telling how the Lord's Prayer was made real to a London family who had to share their home during the bombing.⁴ A picture of two children saying their prayers at their mother's knee with a paraphrase of the Lord's Prayer by a third grade child challenges the parents to

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1. Cf. Lesson for November 7, Opening Doors, 1:46, October-December, 1948.
2. Cf. Lesson for May 1, Opening Doors, 1:37, April-June, 1949.
3. "Thine Is the Glory", Opening Doors, 1:30, April-June, 1949.
4. Cf. "Have You Read, Seen, Heard?", Opening Doors, 1:13, April-June, 1949.

make this prayer real to their children.¹

There is a wide variety of methods suggested for guiding children in prayer. One important principle given is:

Whether a child ever achieves the ability to pray so that the process becomes a strengthening and ennobling influence in his life depends upon his awareness of his own relationship to God as revealed through Jesus Christ; this will determine how he prays.²

In addition to the example of the Lord's Prayer, which has already been mentioned, there are several references to Jesus' prayer life. One observation is that Jesus had a continuous God-awareness which parents and children should emulate.³ His prayers were real and brief, for he came to God as his Father, telling him his needs, but exercising the confidence that the Father knew best and would answer his prayers accordingly.⁴ Finally, two important sources of Jesus' strength, which are available now, are worshipping with many in the sanctuary and talking with God alone in quiet.⁵

One magazine recommends reading beautiful prayers to the child first so that he knows how to approach God.

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1. Cf. "Paraphrase by a Third-Grader", Opening Doors, 1:2, April-June, 1949.
2. "The Child - and God", Opening Doors, 1:29, April-June, 1949.
3. Cf. Lesson for May 29, Opening Doors, 1:49, April-June, 1949.
4. Cf. Jesse Halsey, "Prayer That Is Real", Opening Doors, 1:3, April-June, 1949.
5. Cf. Lesson for March 13, Opening Doors, 1:52, January-March, 1949.

This could include prayers written especially for children and Bible prayers like certain Psalms. After discussing with him specific items he can mention in prayer, the child can write out a prayer of his own.¹

The importance of the family example in prayer is emphasized. "We want children to develop a natural prayer life. They will do this as they participate with adults in prayer."² In another place it says, "It is hardly necessary to teach children rote prayers if we are a family given to prayer."³ Parents are reminded to make clear to their children that all their major decisions are made in the spirit of worship and prayer.⁴ Parents should pray with and for their children daily.⁵ The family should take the opportunity of teaching the children to pray by helping them say grace at meals.⁶ Making a litany for use in family devotions is a way of drawing the family together in prayer.⁷ Finally, two of the most emphasized means of training in prayer are the booklets of prayer to be made both by the children and the adults. Material for the

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1. Cf. "I Wish I Could", Opening Doors, 1:11, January-March, 1949.
2. Lesson for February 27, Opening Doors, 1:47, January-March, 1949.
3. Lesson for March 13, Opening Doors, 1:52, January-March, 1949.
4. Cf. Loc. cit.
5. Cf. Loc. cit.
6. Cf. King, op. cit.
7. Cf. Lesson for March 20, Opening Doors, 1:54, January-March, 1949.

booklets, including prayers and devotional poems, is given in the activity sheets and in the messages to the parents at the close of the church school lessons.¹

Parents who follow the articles on children with problems find that, although many psychological principles are given, there is a sound emphasis on the importance of prayer in solving the difficulties.²

(d) Home Assignments. In the following analysis of home assignments those which refer to Bible and prayer or home reading books and activity sheets will be omitted because they have been reviewed in connection with the related topics. Those emphases which will be examined fall into the categories of subjects for discussion, service projects, and a final group of miscellaneous home assignments.

The topics for discussion are: the many types of workers needed for our society,³ thankfulness for God's gifts,⁴ the life of Jesus,⁵ Jewish customs,⁶ brotherhood,⁷

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1. Cf. Lesson for May 22, Opening Doors, 1:47, April-June, 1949.
2. Cf. Raab, "Problems - The 'Show-Off'", op. cit.
3. Cf. Expansion Lesson 2, Opening Doors, 1:29, October-December, 1948.
4. Cf. Lesson for November 21, Opening Doors, 1:50, October-December, 1948.
5. Cf. Lesson for January 9, Opening Doors, 1:30, January-March, 1949.
6. Cf. Lesson for October 10, Opening Doors, 1:38, October-December, 1948.
7. Cf. Lesson for March 6, Opening Doors, 1:50, January-March, 1949.

and Communion services.¹ Service projects to be carried out in the home are: sharing at Thanksgiving time,² making gifts,³ making a scrapbook for a hospital or mission,⁴ and preparing and taking food to a shut-in.⁵

The miscellaneous home assignments include the following: materials to be brought from home to church school,⁶ parents asking children about work in church school,⁷ parents helping children make up their own schedules of work,⁸ making Christmas decorations,⁹ making a game,¹⁰ making a worship center,¹¹ compiling a list of friends in other lands,¹² having a family council,¹³ family

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1. Cf. Lesson for April 10, Opening Doors, 1:61, April-June, 1949.
2. Cf. Lesson for November 21, Opening Doors, 1:50, October-December, 1948.
3. Cf. Lesson for December 5, Opening Doors, 1:55, October-December, 1948.
4. Cf. Lesson for March 27, Opening Doors, 1:54, January-March, 1949.
5. Cf. Loc. cit.
6. Cf. Lesson for October 10, Opening Doors, 1:38, October-December, 1948.
7. Cf. Lesson for July 10, Opening Doors, 1:34, July-September, 1949.
8. Cf. Lesson for July 17, Opening Doors, 1:38, July-September, 1949.
9. Cf. Lesson for November 28, Opening Doors, 1:52, October-December, 1948.
10. Cf. Lesson for December 5, Opening Doors, 1:55, October-December, 1948.
11. Cf. Lesson for March 6, Opening Doors, 1:50, January-March, 1949.
12. Cf. Lesson for January 30, Opening Doors, 1:38, January-March, 1949.
13. Cf. Lesson for November 14, Opening Doors, 1:48, October-December, 1948.

singing,¹ and family attending special church services.²

(e) Outside Reading Helps. Throughout the teacher-parent magazines there are recommendations for books and magazines on a variety of subjects. One feature of all the magazines, entitled "Have You Read, Seen, Heard?", includes several books with an adequate summary of their chief values. Occasionally one of the general articles at the beginning of the magazine includes a bibliography of books on the same subject. Another regular feature on the last page of the teacher-parent magazine gives a topical list of helps without any information concerning their contents. The topics most frequently covered are as follows:³ Bible background,⁴ missionary education,⁵ prayer,⁶ family life,⁷ child psychology,⁸ devotional material for parents,⁹ music,¹⁰ poetry,¹¹ Bible

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1. Cf. Lesson for May 1, Opening Doors, 1:37, April-June, 1949.
2. Cf. Lesson for December 26, Opening Doors, 1:59, October-December, 1948.
3. The footnotes on the topics most frequently covered refer to one reference on that topic.
4. Cf. Alice A. Meeker, "Books for Background", Opening Doors, 1:10, October-December, 1948.
5. Cf. "Have You Read, Seen, Heard?", Opening Doors, 1:9, July-September, 1949.
6. Cf. "Have You Read, Seen, Heard?", Opening Doors, 1:13, April-June, 1949.
7. Cf. "Just Relax", Opening Doors, 1:8, July-Sept, 1949.
8. Cf. "Have You Read, Seen, Heard?", Opening Doors, 1:12, October-December, 1948.
9. Cf. Loc. cit.
10. Cf. "To Help You Further, We Suggest", Opening Doors, 1:64, October-December, 1948.
11. Cf. "Have You Read, Seen, Heard?", Opening Doors, 1:12, October-December, 1948.

story books,¹ and doctrine.²

(2) Home Reading Books - Primary Department.

(a) General Description. A fourth method of securing parent co-operation is the use of home reading books. These books are fifty pages in length, including fifteen pages of full-color illustrations as well as many other black and white ones.³ These illustrations are "carefully checked for authenticity by a well-known Biblical archaeologist."⁴

It is the purpose of the editors to reconstruct in this new religious art work the times portrayed as accurately as possible. Characteristics of medieval art have been eliminated so that distorted or inaccurate concepts may be avoided.⁵

The actual content of the material is geared to the level of the child's experience and is therefore meaningful to him.⁶

The reading books are published quarterly and are correlated to some extent with the teaching plans:

| <u>The Reading Books</u> | <u>Months 1948-1949</u> | <u>The Teaching Plans</u> |
|---|-----------------------------|------------------------------------|
| <u>Let's Go to Nazareth</u> Family life in | October- December | "As Jesus Grew" How the life of |

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1. Cf. Lesson for October 3, Opening Doors, 1:36, October-December, 1948.
2. Cf. "Have You Read, Seen, Heard?", Opening Doors, 1:13, April-June, 1949.
3. Cf. "Prospectus, Christian Faith and Life, A Program for Church and Home", p. 13.
4. Ibid., p. 3.
5. Ibid., p. 4.
6. Cf. Ibid., p. 14.

| | | |
|--|----------------|---|
| Nazareth in Jesus' time | | home and community helps a child grow |
| <u>Jesus, Stories for Children</u> The story of his ministry | January-March | "Work to Do" Facing things that must be done or changed |
| <u>Thine is the Glory</u> The meaning of the Lord's Prayer | April-June | "And When We Pray" Discovering what it means to live by prayer |
| <u>Growing Pains</u> The children of a neighborhood find help in their problems | July-September | "Even a Child" Facing some of the difficulties in getting along with people ¹ |

(b) Use in the Home. Each child receives his personal copy of each reading book to take home. The book then becomes part of a cumulative personal library. One teacher-parent magazine suggests that a special bookcase be given the child or a special place in the parents' bookcase be marked off for his home reading books.² Because the books are durably bound and attractive in appearance, they can be read again and again, bringing a vital Christian message to the home.³ Many older primaries can read the books by themselves, but "for the younger child, help from the parents will be necessary in reading his books."⁴ Parents are to read the books too so that they

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1. "A Brief Outline of Materials for the Primary Department", Opening Doors, 1:22, October-December, 1948.
2. Cf. Dorothy B. Fritz, "Making the Best of It", Opening Doors, 1:18, October-December, 1948.
3. Cf. "Prospectus, Christian Faith and Life, A Program for Church and Home", p. 3.
4. Ibid., p. 13.

can discuss them with their children. One warning given is that "the attitude of the parents toward the reading books will, to a large extent, condition the child's attitude toward them."¹

There are many references in the teacher-parent magazines to the home reading books. When a new reading book is sent home there is an explanation to the parents, preparing them to receive and guide their children in the use of it. For example:

Your child has, or will be receiving, the new primary reading book, Let's Go to Nazareth. We hope you will enjoy it together. Since the purpose of this series of lessons is to help the children feel the reality of Jesus' life as a boy, you may find some strange Hebrew customs and words suddenly becoming a part of your family life! Receive them² with interest, and ask for help if you need it. . . .

Today your child has received his second reading book. It contains stories of the ministry of Jesus, by the editor-in-chief of these teaching materials. They have delighted the children who have³ read them, as have the illustrations by J. M. Swanson.

The reading book provided for the next unit in church school is Growing Pains. If your church school closes for the summer, perhaps you will want to secure a copy of Growing Pains and also of Opening Doors . . . to help you add religious significance to many vacation experiences.⁴

Certain cautions in the use of this fourth book are given

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1. Ibid., p. 14.
2. Lesson for October 3, Opening Doors, 1:36, October-December, 1948.
3. Lesson for January 2, Opening Doors, 1:63, October-December, 1948.
4. Lesson for July 3, Opening Doors, 1:32, July-September, 1949.

in a separate article of the same magazine.¹ The third reading book, Thine Is the Glory, is the only one which does not have a corresponding announcement in the teacher-parent magazine.

Not only are the parents prepared to receive the books, but they are also reminded of their responsibility to use them. They are reminded of their baptismal vows and shown how the use of the magazines and reading books is a means of fulfilling them.² Seven times parents are reminded to read or tell one of the stories to their child.³ Three times there is mention made that a story from the reading book has been used in church school. Once they are asked to read the identical story in the Bible.⁴ Another time they are asked to discuss the story with the child and are given help in the discussion by an article giving the reactions of other children to the stories.⁵

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1. Cf. "Planning Ahead", Opening Doors, 1:27, July-September, 1949.
2. Cf. Lesson for February 13, Opening Doors, 1:43, January-March, 1949.
3. Cf. Lesson for October 10, Opening Doors, 1:38, October-December, 1948; Lesson for January 9, Opening Doors, 1:30, January-March, 1949; Lesson for February 6, Opening Doors, 1:41, January-March, 1949; Lesson for March 20, Opening Doors, 1:54, January-March, 1949; Lesson for April 3, Opening Doors, 1:59, January-March, 1949; Lesson for April 10, Opening Doors, 1:61, January-March, 1949; Lesson for July 10, Opening Doors, 1:34, July-September, 1949.
4. Cf. Lesson for October 31, Opening Doors, 1:44, October-December, 1948; Lesson for March 27, Opening Doors, 1:56, January-March, 1949; Lesson for April 10, Opening Doors, 1:61, January-March, 1949.
5. Cf. Lesson for January 16, Opening Doors, 1:33, January-March, 1949.

On the inside covers of the books are found Bible verses, prayers (including graces) and poems, and on the outside back cover is a special note to the boys and girls about the stories within the book. One magazine calls attention to a grace by saying:

Make use of the grace found in their reading book, which is a very ancient Hebrew expression of thanks, such as Tobiah and his family may have used. But add to it words of gratitude for all the blessings that surround you as a family.¹

A morning prayer is mentioned in another lesson.² The note to parents for the lesson of March 13 suggests reading together a poem from the inside cover of Jesus, Stories for Children.³ A reminder to use the end sheets of the book is given as follows:

Have you been able, through the year, to make use of the end paper materials in the reading books? Did you read and discuss the message on the back of each book and find that it gave you a "lead" to fruitful family activities? All these things are useful tools in the Christian nurture of your child.

Finally, the parent is urged to share with the child's teacher the experiences, both good and bad, which have come out of the use of the reading book, Let's Go to Nazareth.⁵

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1. Lesson for November 21, Opening Doors, 1:50, October-December, 1948.
2. Cf. Lesson for March 6, Opening Doors, 1:50, January-March, 1949.
3. Cf. Lesson for March 13, Opening Doors, 1:52, January-March, 1949.
4. Lesson for August 21, Opening Doors, 1:49, July-September, 1949.
5. Cf. Lesson for November 28, Opening Doors, 1:52, October-December, 1948.

(3) Activity Packets - Primary Department.

(a) General Description. A packet entitled "Primary Activities", published quarterly, is also provided for each child. There are twelve sheets in each packet with directions for using them in the parent magazines. Regarding these the curriculum writers state:

This is not mere "busy work", but a part of the learning experience in both church school and home and a stimulus to further creative activity.¹

(b) Use in the Home. The activity sheets are primarily for use in the church school, but many are sent home to be used there. Two of the activity sheets are addressed directly to the parents. One of these activity sheets deals with the importance of the family and the great responsibility of the parents in the Christian nurture of the children of their family. In the same sheet the reading book, Thine Is the Glory, is introduced putting together their activity sheets in the form of prayer books is explained, and the parallel project of the parents also making prayer booklets is suggested.² The second sheet addressed directly to the parents introduces the purpose of this unit -

to help the children grow in their understanding of Christian neighborliness and to strengthen in them

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1. "Prospectus, Christian Faith and Life, A Program for Church and Home", p. 13.
2. Cf. "A Message to the Parents or Guardians of Our Primary Children", Primary Activities, April-June, 1949.

the qualities of friendliness, helpfulness, willingness to share, cheerfulness, co-operativeness, readiness to forgive.¹

This same sheet points up the importance of having happy family relationships as a basis for learning to love those beyond the family. Since this sheet opens the summer quarter, the writers suggest that the reading book, the magazine, and the activity sheets be taken with the family when on vacation. Two books for parents are also suggested.²

In the teacher-parent magazine the parents' attention is called to the following group of activity sheets: One activity sheet gives a list of words which are used in the reading books and might be hard to understand.³ The words and music to four songs, one of which is the Lord's Prayer set to music, are to be used at home.⁴ Some of the sheets sent home have space for the following: making lists, comparing Christian and Jewish worship,⁵ writing a story of what the child can do by himself,⁶ and writing a prayer.⁷ One activity sheet calls for a discussion by the

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1. "A Message to the Homes of Our Primary Children", Primary Activities, July-September, 1949.
2. Cf. Loc. cit.
3. Cf. Lesson for January 9, Opening Doors, 1:30, January-March, 1949.
4. Cf. Lesson for November 21, Opening Doors, 1:50, October-December, 1948; Lesson for January 9, Opening Doors, 1:30, January-March, 1949; Lesson for May 1, Opening Doors, 1:37, April-June, 1949.
5. Cf. Lesson for October 17, Opening Doors, 1:40, October-December, 1948.
6. Cf. Lesson for November 7, Opening Doors, 1:46, October-December, 1948.
7. Cf. Lesson for January 23, Opening Doors, 1:35, January-March, 1949.

parents and children of playmates of other lands,¹ and another sheet gives a list of Bible verses to be memorized.² The school is related to the church school activities by sending home an activity sheet to be filled out by the child's school teacher and returned to church school the next week.³ Finally, three of the activity sheets provide for the making of a motto, a greeting card, and a game.⁴

4. Departmental Previews for Parents

a. Purpose

The purpose of the departmental previews for parents is to answer two questions: "What are we trying to do together this quarter?" and "How can we as parents do our part?"⁵ It is reasonable that parents will find more satisfaction in using the materials of the Presbyterian New Curriculum when they know something about its content. They can then "face their task at home with a considerable degree of understanding and confidence."⁶

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1. Cf. Lesson for March 6, Opening Doors, 1:50, January-March, 1949.
2. Cf. Lesson for March 27, Opening Doors, 1:56, January-March, 1949.
3. Lesson for February 6, Opening Doors, 1:41, January-March, 1949.
4. Cf. Lesson for July 17, Opening Doors, 1:38, April-June, 1949; Lesson for May 8, Opening Doors, 1:41, April-June, 1949; Lesson for December 5, Opening Doors, 1:55, October-December, 1948.
5. "Parent Education and Christian Family Life in the Local Church", p. 18.
6. Loc. cit.

b. Method

These previews are held at the beginning of each quarter after the area preview and the local teachers' planning meeting. A committee of parents can help in making plans for the preview, possibly meeting with the teacher in the above-mentioned local teachers' planning meeting.¹ "If the number of parents is not too large, it is often desirable to hold the meeting in a private home."² Since the curriculum is departmentally graded, it is suggested that the parents meet by age groups, one age group an evening, so that parents who have children in more than one age group can attend both meetings.³

Suggested steps in a parent preview are listed in "My Lesson Planning Book" as follows:

1. Short devotional period, followed by appropriate introductions.
2. See that everyone has the correct magazine for the quarter in his hand.
3. Describe the actual contents and subjects to be covered during the quarter in reading book, magazine, and activity materials. Cite chapters in the reading book, portions of Scripture, and major themes that will be under consideration.
4. Highlight the aims of the quarter's work, pointing out where they are stated or implied in the magazines. Wherever possible, underscore the most important truths, knowledge, attitudes, and skills sought as outcomes. Briefly relate them to the over-all aims of the curriculum.

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1. Cf. W. L. Jenkins, "My Lesson Planning Book", p. 8.
2. Loc. cit.
3. Cf. Loc. cit.

5. Turning to the long-range quarterly chart already worked out, indicate to the parents what will be "doing" on specific Sundays. Give them a vision of the work. Wherever alternate procedures are indicated in the magazines, have parents mark the one that has been chosen for use.
6. Home Assignments: Make clear to the parents exactly what is expected of them in this respect. Make sure to read through the designated parents' section of each lesson in the magazine. Discuss thoroughly its suggestions. Explain clearly parents' participation in memory work, special projects for an individual student, or a class, their relationship to the activity materials, how they can stimulate their children to prepare for the coming Sunday, and in what ways the teachers are able to help them do their part.
7. Perhaps some parent or parents could give brief reviews of a few of the general articles in the magazine - just enough to whet appetites for reading.
8. Evaluation period: Stimulate thinking with questions like these: Do you feel that the lessons are getting across to your child? Is he learning, growing as a Christian? Are there things we could do together to strengthen the department? At what points do you feel the need of more help? How can we get more parents to participate? What are you yourself willing to do to achieve this objective? Would it be wise to set aside certain Sundays for parent visitation in the classrooms?
9. Have ready a list of aids and books that may be used to promote personal spiritual growth. A list of such books is then given.¹
10. Whenever possible, use visual aids, charts, pictures, maps. Do some of the things that will be expected of the pupils. Make the parents feel that they are participating in a genuine experience. Never make this preview so long that the parents become exhausted. Most of them will have been at work all day. Light refreshments might be served at an appropriate time.¹

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1. Ibid., p. 9.

5. Family-Centered Church Life

If the church and home are to co-operate in the way the Presbyterian New Curriculum suggests, it is necessary to plan a more family-centered church life. Some of the means of achieving such a program are church family nights, church school exhibits, church school visitation by parents, the selection of parent representatives for church school classes, a parents' library in the church school, and a family emphasis in other church groups.

a. Church Family Nights

Church family nights can be as different as the needs and interests of the various churches. One church in Colorado included in their family night a potluck supper, the giving out of a prize for the family with the most people present, listening to the church choir, and movies.¹ In California one church followed their potluck supper with a program of recreation and worship with the families taking responsibility for the entire program.² In New York an indoor family picnic proved successful.³

b. Church School Exhibits

Parents are always interested in seeing what their children have done and therefore church school exhibits by

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1. Cf. "Parent Education and Christian Family Life in the Local Church", p. 28.
2. Cf. Loc. cit.
3. Cf. Ibid., p. 29.

departments have a strong appeal. Some churches have these on Sunday after every quarter,¹ but others make it an annual exhibit.²

c. Church School Visitation by Parents

If the church school exhibit is not in connection with a regular session, the parents should be given an opportunity on other Sundays to see their child in action.

Parents will do better work in the home if they feel themselves to be a real part of the home-church teaching enterprise. Teachers and parents may plan a series of visiting days in order to avoid too many visiting parents on a given day. A brief session with the parents at the close of the class session will afford the teacher an opportunity to become better acquainted with them.³

d. Parent Representatives for Church School Classes or Departments

The parent representatives work in close collaboration with teachers. They "take the initiative in reaching, informing, stimulating, gathering other parents, until parents come to feel it is 'their' department."⁴

e. Parents' Library in the Church School

Although the Presbyterian New Curriculum gives adequate supplementary reading helps, some of the books

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1. Cf. Ibid., p. 17.
2. Observation at Fifth Avenue Presbyterian Church, May, 1949.
3. "Parent Education and Christian Family Life in the Local Church", p. 17.
4. "Syllabus for the Use of Leaders of Leaders in Fall ('48) Coaching Conferences and the Servicing of the New Curriculum", p. 13.

listed are more expensive than many parents can afford. This problem can be solved by building up a parents' library. The library could be on display at the parent meetings or it could be kept in a certain place in the church. A paper pocket pasted in the back of each book with a card and the name of the book inserted in the pocket would make keeping track of the books comparatively simple.¹

A suggested list for beginning such a library is as follows:

- When Children Ask by M. H. Bro. Harper & Brothers, publishers. \$2.00
- There's No Place Like Home by J. L. Ellenwood. Charles Scribner's Sons, 1946. \$2.00
- Teaching Religion in the Home by G. W. and R. McAfee Brown. The Westminster Press, 1949. Paper, 75 cents
- The Fun Encyclopedia by E. O. Harbin. Abingdon-Cokesbury Press, 1946. \$3.95
- The Faith of Our Children by M. A. Jones. Abingdon-Cokesbury Press, 1946. \$1.50
- Opening the Door for God by H. J. Sweet. The Westminster Press, 1943. \$1.00
- Understanding Children by L. J. Sherrill. Abingdon-Cokesbury Press, 1946. \$1.25
- Sing in Praise² by O. Wheeler. E. P. Dutton & Co., Inc., 1946. \$3.00

f. Family Emphasis in Other Church Groups

At least two other groups in the church which influence the Primary child have sections in their curriculum materials on the home. For the Young Adult and Couples Groups the new Geneva Fellowship program has the

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1. Cf. "Parent Education and Christian Family Life in the Local Church", p. 32.
2. Loc. cit.

home as a primary emphasis.¹ Then, the Christian home is a continuing emphasis of the Presbyterian Women's Work.

"Material on the subject is regularly sent to Literature Secretaries in presbyterials, including courses, leaflets, and programs."²

6. Parents and Financial Support

a. General Cost of New Curriculum

The general cost of producing the Presbyterian New Curriculum came to several million dollars.³ Not only was this undertaking expensive for the denomination, but for the local churches who use it. One of the earlier pamphlets describing the Presbyterian New Curriculum states that the increase in cost of the total materials of a church school would be between 22 and 35 per cent.⁴ A recent article in the Christian Century states that the approximate per pupil per year cost to an average school ran to \$3.50, or roughly three times the cost of the former materials.⁵

Specific price per copy for Primary Department material that is used in the home is as follows: Opening Doors - 35¢; pupils' reading books - 30¢; Primary Activities - 15¢.⁶ The large number of parents subscribing to

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1. Cf. *Ibid.*, p. 30.
2. *Ibid.*, p. 31.
3. Cf. Mould, *op. cit.*, p. 111.
4. Cf. "The Why? What? When? of the New Curriculum", p. 12.
5. Cf. Mould, *op. cit.*, p. 111.
6. Cf. "Prospectus, Christian Faith and Life, A Program For Church and Home", p. 14.

the teacher-parent magazine permitted the denomination to reduce the subscription rate from \$1.80 a year to \$1.40 a year.¹

b. Specific Ways of Financing the Program

The various church schools have worked out their own systems of financing the cost of the materials. The Fifth Avenue Presbyterian Church in New York City gives all the materials to the parents.² At one of the area conferences in which this subject was being discussed, the majority in the group said that the parents in their churches were paying for some or all of the materials directly.³

E. RESULTS IN PARENT CO-OPERATION

1. Extent of Co-operation Secured

a. Problems Involved

It is impossible to judge accurately the total extent of parent participation. First, there have been few statistics released by the writers of the Presbyterian New Curriculum. This is understandable since the materials have been in use less than two years and the number of homes involved is over 500,000.⁴ Secondly, the statistics

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1. Cf. Mould, op. cit., p. 111.
2. Cf. Observation at the Fifth Avenue Presbyterian Church of New York, 1948-49.
3. Observation at area conference, 1949.
4. Cf. Mould, op. cit., p. 112.

which are released cannot give an accurate picture since parent participation is "often a matter of degree" and is therefore not easy to measure.¹

b. Statistics Available

With the above caution in mind, one may consider certain statistics given in a recent article by Ralph Norman Mould which give some clue to the extent of parent co-operation. Parents in 5,300 Presbyterian, U.S.A., churches are receiving the materials of the new curriculum.²

Some 1,200 churches of other communions have also adopted the new program, several of the more interesting instances being the American Church in Geneva, Switzerland, and certain dioceses of the Episcopal Church. The Congregational Christian Churches and the Evangelical Reformed Church have contracted to use all the children's home-reading books, although they are developing their own teaching guides.³

The size of the church does not seem to affect the popularity of the Presbyterian New Curriculum for there are both large and small churches in every state of the United States using it.

In addition to the above statistics, there are more specific figures concerning parent co-operation. The percentage of all the parents who received the teacher-parent magazine in 1948-49 was 83%.⁴ This fact does not mean that 83% of the parents used those magazines. In fact,

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1. Loc. cit.
2. Cf. Ibid., p. 111.
3. Ibid., p. 112.
4. Cf. Ibid., p. 111.

in the Fifth Avenue Presbyterian Church in New York City, which had an average enrollment of 23 children in the Primary Department, not over 20% of the teacher-parent magazines were used consistently during 1948-49.¹ However, this 20% is probably a 100% increase in home religious training over the previous year.

There are no available official reports on the success of the home reading books, but from the Fifth Avenue Presbyterian Church in New York City comes the encouraging report that out of the 23 children enrolled in the Primary Department, 16 are using these books regularly.²

Mr. Mould points out that progress is being made:

Most of our churches appreciate that they are out on the frontier in Christian education, and like being there. They wisely are not expecting 100 per cent parent co-operation over-night. They recognize that this is a long haul and every inch of it uphill, when one scans the pagan lay of the land in our time. Occasionally they hear of a spot like Denton, Texas, which for over a year has been getting 65 per cent of its parents out to quarterly departmental meetings. Or they hear of Santa Fe in a particular meeting reaching, out of a potential 74 homes, 54 mothers and 40 fathers. Or they learn of Pittsburgh presbytery, where the minority of our churches are not using our curriculum experienced an average 13 per cent enrollment drop last year, whereas the majority of our churches using the new curriculum showed an average 24 per cent increase. . . .³

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1. Personal experience as Superintendent of the Primary Department, The Fifth Avenue Presbyterian Church, New York, 1948-49.
2. Ibid.
3. Mould, op. cit., p. 112.

2. Effects of Results Indicated

a. Effect on the Children

There is a good response on the part of the children to their reading books. For example, two children in the Primary Department at the Fifth Avenue Presbyterian Church recalled parts of Thine Is the Glory, the reading book for April-June, 1949, when the Lord's Prayer was mentioned by the teacher nine months later. These same children take a real pride in owning the books and in keeping them in a "special place" at home.¹

There is a marked difference in the interest of those children who do regular home assignments and those who do not have the encouragement at home. The one child enters the room holding a picture he has drawn, or a picture he has found, or whatever he has done at home, all ready to discuss it. The child who is not helped to study at home lags far behind.²

Children who are being made conscious of their religion during the week soon attach a much greater importance to their faith. Church school assignments become just as important to them as public school assignments.³

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1. Personal experience as Superintendent of the Primary Department.
2. Ibid.
3. Ibid.

b. Effect on the Parents

The reaction of the parents varies. One parent stated that she "just did not have time" to read the magazines and that she could not help the child at home.¹ At the other extreme, one parent has set aside a certain time each day in which her child studies for church school.² Another parent said, "I'm learning just as much as my child."³ Mould points out that "the major objective is not doing certain things, but the infusion of thinking and acting in consciously Christian terms into all phases of family living."⁴ Finally, the interest on the part of the parents increases in proportion to the personal attention given them, whether it be in regard to the magazines themselves or concerning their child.⁵

c. Effect on the Church School

Mould states that there has been a 2.1 per cent increase in church school attendance during 1948-49.⁶ This gain is not large, but it is important when the past twenty years have shown only decline.⁷ He also claims that regularity of pupil attendance has gained even more.⁸ Whether

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1. Ibid.
2. Ibid.
3. Ibid.
4. Mould, op. cit., p. 112.
5. Personal experience as Superintendent of the Primary Department.
6. Cf. Mould, op. cit., p. 112.
7. Cf. Loc. cit.
8. Cf. Loc. cit.

this gain is due to the parent participation emphasis of the Presbyterian New Curriculum or whether it is merely reflecting a general population increase is not known.

3. Lessons Learned by Curriculum Writers

Four conclusions stand out in regard to parent co-operation thus far: ". . . parents will co-operate in most cases in the Christian education of their children if the church has a good plan and persistently follows it up."¹ Further, ". . . helping parents with the education of their children quickly gets us into education of the parents."² The materials in themselves can not do the entire job, for they have to be "personally interpreted".³ Finally,

Our experience has taught us that parents desire concrete help in dealing with the specific things their children are reading, doing, thinking, learning, feeling. General parents' meetings, while all right occasionally, are of secondary importance. The most valuable sessions are the parent previews of the total materials for the quarter's work. . . .⁴

In summary, then:

Throughout the Presbyterian and other churches using this new curriculum, it has led to a wide variety of ministries by and to parents, as well as to more effective Christian education of children. Boiled down, our experience has demonstrated that while there is no one way . . . for securing parent participation in the Christian teaching task, they will co-operate, and gladly, when the teachers, ministers and others have a mind to work and the means to work effectively.⁵

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1. Loc. cit.
2. Loc. cit.
3. Mould, op. cit., p. 113.
4. Loc. cit.
5. Loc. cit.

F. SUMMARY

This study of "Parent Co-operation Seen in the Presbyterian New Curriculum" began with a brief historical survey which revealed that, since its inception in 1938, the Presbyterian New Curriculum has come to be used in over 5,300 Presbyterian, U.S.A., churches and approximately 1,200 churches of other denominations. The purpose of this curriculum was found expressed positively, to guide each person into the full life and faith of the church of Jesus Christ, and negatively, that it is not mere character education.

The analysis of procedure revealed the following main emphases in parent co-operation: parent classes, home visitation, teacher-parent lesson material (including teacher-parent magazines, home reading books and activity sheets), departmental previews for parents and family-centered church life (including church family nights, church school exhibits, church school visitation by parents, parent representatives for church school classes or departments, parents' library in the church school, and a family emphasis in other church groups).

The purpose of the parent classes was discovered to be that of giving the parents a religious training so that they in turn can properly train their children. The method used is that of giving the parents an active part in planning their own meetings. The purpose of home

visitation was found to be that of delivering and explaining the teacher-parent magazines as well as motivating the parents to use them. The method employed is the training of individuals by the minister for that work.

After a general survey of the three major themes and the organization of the curriculum, a specific analysis was made of the teacher-parent lesson material of the Primary Department for 1948-49. This analysis was limited to the general articles in the magazines and the notes to the parents which accompany each lesson plan. The topics traced through were: psychological and educational helps, use of Bible, prayer, home assignments, and outside reading helps.

Through this examination it was found that the key to good method is the transforming power of Christ, but that this power can be released best through following certain educational and psychological helps. Certain helps are given which refer especially to this age group. Another group of principles, made prominent through their repetition, are those which pertain to parental example, to the positive approach to children, and to those which deal with encouraging a wholesome outlook on work. Other helps are those of a miscellaneous nature including summarizing principles from a series of articles concerning children with problems.

The emphasis on prayer was seen to vary from

magazine to magazine. The Lord's Prayer is given much attention, as are other lessons from the prayer life of Jesus. A variety of methods is employed in teaching the children how to pray. The series of articles on children with problems reveals a wise combination of emphasis on prayer and the use of psychological and educational principles.

There is a wide range in types of home assignments and they are challenging and suited to the primary child. Outside reading helps are found throughout the magazines, but especially in two regular feature articles entitled "Have You Read, Seen, Heard?" and "To Help You Further, We Suggest". The first of these articles includes a brief description of the books. The books cover every need of this age group and also provide help for adults.

Two other divisions of the church school material examined were the home reading books and the activity sheets. After a general description of the home reading books, it was noted that they become part of a cumulative library for the individual children. It was also noted that the parents are reminded through the teacher-parent magazines of their responsibility in sharing with their children the stories in the books and the prayers, verses, and poems which appear on the end covers. It was discovered that only a part of the activity sheets are intended for home use. Two of the sheets are written directly to the parents, but most of them provide activities for the children which

are related to their work in the church school.

Another important procedure found to be employed in encouraging parent participation is the departmental preview for parents. The purpose of this preview was seen to be the examination of the coming quarter's material and the definition of parental responsibility. The suggested steps for leading a parent preview were listed in full.

Other means discovered for bringing about a family-centered church life are church family nights, church school exhibits, church school visitation by parents, parent representatives for church school classes or departments, a parents' library for church school, and a family emphasis in other church groups.

It was discovered that the Presbyterian New Curriculum costs the local church about three times as much as the former materials, but that with the large number of subscriptions to the teacher-parent magazine, the cost per magazine has dropped. It was also found that the means of raising the money for the materials varies with the churches - some churches providing each child with all the materials from a general treasury and others requiring their parents to pay for part or all of the materials.

The results in parent co-operation were analyzed under the headings of the extent of co-operation secured, the effects of the results indicated, and the lessons concerning parent co-operation learned by the curriculum

writers. After the problems in an analysis of the results of co-operation were given, the few statistics obtainable were cited. It was seen that the use of the Presbyterian material is widespread, but that the exact degree of parent co-operation is not known. Specific examples from the Primary Department of the Fifth Avenue Presbyterian Church showed that the reading books are being used by a majority of the children, but that the teacher-parent magazines are being neglected. There was some evidence cited that the children using these materials are retaining what they learned, are more interested in the church school, and in general attach more importance to their work in the church school. Parental response was seen to vary all the way from total neglect of the magazines to keen interest and the use of them, depending upon the emphasis placed upon this phase of the materials. Concerning the effect on the church school, the only evidence discovered was that the attendance and regularity of children in the church schools of the Presbyterian Church, U.S.A., has increased. It is not known whether this is due to parent participation or to a general population increase.

The chief lesson concerning parent co-operation learned by the curriculum writers was seen to be that parents will co-operate when the teachers and ministers are willing to take time to show them how and to provide the necessary materials.

CHAPTER III

A COMPARISON OF THE UNION COLLEGE CHARACTER RESEARCH
PROJECT AND THE PRESBYTERIAN NEW CURRICULUM
WITH SPECIAL REFERENCE TO PARENT CO-OPERATION

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A. INTRODUCTION

In the foregoing chapters the Union College Character Research Project Curriculum and the Presbyterian New Curriculum have been analyzed in terms of the different ways and means used to secure the co-operation of parents. These findings will now be compared from the standpoint of history, purpose, procedures employed to encourage parent co-operation, and results achieved.

B. A COMPARISON OF THE HISTORY OF THE TWO CURRICULA

It was evident that the two curricula differ in origin, growth, and in the conditions set up for participation in their programs. The Project began in 1935 with the publication of a book by Ernest M. Ligon entitled The Psychology of Christian Personality. The Presbyterian New Curriculum began with a conference in 1938 called by the Board of Christian Education of the Presbyterian Church, U.S.A. The Project began in one church and has been extended to include forty-five churches of many different communions (eleven Methodist, ten Congregational, five

Presbyterian, three Baptist churches, and others). The Presbyterian New Curriculum began in 6,000 churches in 1948 and has been extended to include 6,400 churches of several denominations. The Project has a detailed list of conditions to be met by the churches who wish to use its lessons, whereas the Presbyterian New Curriculum is available to any church which is willing to pay for the material.

The two curricula are alike in their basic recognition of the importance of home co-operation and in the fact that the materials are made available to more than one denomination.

C. A COMPARISON OF THE PURPOSE OF THE TWO CURRICULA

One of the fundamental differences discovered in the two curricula is the purpose behind them. Both the Union College Character Research Project and the Presbyterian New Curriculum are interested in Christian character development, but the former has this as an end goal and the latter looks at it as a natural out come when the comprehensive goal of bringing the children into the full life and faith of the church of Jesus Christ is achieved. There is a difference between developing good citizens and developing good disciples of Jesus Christ.

D. A COMPARISON OF THE PROCEDURES OF THE TWO CURRICULA

While the two curricula are alike in their emphasis

on the importance of home co-operation, a comparison of procedures revealed that, with the exception of the parent classes and the lesson plan, the manner in which that home co-operation is achieved differs.

1. Parent Classes

The purpose of the parent class of both curricula is to help parents clarify their own thinking on religious matters so that they can teach their children. However, the exact form of the meeting varies according to the desires and needs of the parents.

2. Home Visitation and the Parent-Teacher Interview

Both curricula make provision for meetings of teachers and parents for the purpose of promoting interest in and an understanding of the new quarter's materials. The Presbyterian New Curriculum suggests that materials of the next quarter be delivered personally by the teacher on these home visits. The Union College Character Research Project attaches more importance to the home visit as a source of information concerning the child. At the annual fall interview parent interview outlines are filled out, giving the teachers information concerning the child's physical, social, and mental adjustment. The attitude scale which is filled out at the beginning and end of each quarter gives the teacher the needs of the child in relationship to the attitude to be taught and the resulting

changes in attitude at the close of the quarter. This information is valuable in planning a lesson which meets the needs and interest of each child and justifies the amount of time required for the interviews.

3. Parent-Teacher Lesson Materials

It was discovered through an analysis of the two curricula that they differ in general organization. The Union College Character Research Project Curriculum is based on a two-year cycle composed of six units - the Social Adjustment Unit, the Adjustment to the Universe Unit, the Vocational Adjustment Unit, the Adjustment to Authority Unit, the Adjustment to the Inevitability of Vicarious Sacrifice Unit, and the Vision Unit, whereas the Presbyterian New Curriculum is based on a three-year cycle with three themes - "Jesus Christ", "The Bible", and "The Church". Further, the Project materials are divided into age groups of two school grades each, whereas the material of the other curriculum is divided into age groups of three school grades each. The Project materials are based on the general attitudes derived from the Sermon on the Mount, whereas the Presbyterian New Curriculum materials have a much broader foundation in the Scriptures. Both curricula claim constant revision of their materials whereby new lessons learned can be incorporated in the lessons.

It was discovered that there is a decided difference in the amount of material provided for bringing about

parent co-operation. The Project supplies only the church school lesson each week in unattractive pamphlet form, whereas the Presbyterian New Curriculum supplies attractive home reading books, activity sheets, and most important, the teacher-parent magazines.

The examination of the lesson pamphlets and the teacher-parent magazines revealed that the actual organization of the individual lessons of both curricula is similar, for both have three sections - one especially for the teacher, the actual lesson, and finally, a note for the parents. The Presbyterian teacher-parent magazine actually includes more help for parents than the Project material, for in addition to the weekly lessons there are articles of general interest on a variety of subjects.

The educational and psychological principles of both curricula include certain general principles common to those age levels, other principles which are given particular emphasis by their repetition throughout the material, and finally, certain miscellaneous principles. In the Union College Character Research Project curriculum the principles are largely in the realm of social adjustment, and are made practical through workable suggestions for meeting many social situations. Examples from parent reports make them even more vivid. The Presbyterian New Curriculum deals with principles of social adjustment, but there are fewer practical suggestions on the child's level

to make the principles workable. Certain of the general articles in the magazine are written by parents, and can be compared to the help given by the references to the parent reports in the Project materials. There is a noticeable addition in principles concerning methods of teaching religion to children in the Presbyterian New Curriculum - how to use pictures, how to teach stewardship, etc. But the unique contribution of the Presbyterian New Curriculum is the emphasis on the importance of Christ and the relationship of the use of good educational and psychological principles to His power.

An examination of the use of the Bible in the two curricula revealed that the Presbyterian New Curriculum lays far greater stress on the memorization of Scripture than does the Project curriculum. The number of Bible stories suggested in the notes to the parents is just about equal. However, the home reading books of the Presbyterian New Curriculum make the total number of Bible stories used in the home much larger. In the new curriculum there is more help given in the use of supplementary aids in using the Bible than in the Project materials, although there is adequate help in both curricula for putting Bible teachings into life situations. Both curricula discuss the matter of making the childhood of Jesus real to children. The Project justifies its use of imaginary stories of the childhood of Jesus by saying that it is necessary to make Jesus

real to the children. The Presbyterian New Curriculum notes that certain imaginary stories of Jesus are repelling, and they convey the childhood life of Jesus through the story of an imaginary boy who lives as Jesus must have lived when He was a boy. Parents are asked to read the ministry of Jesus in the Gospels to find from His teachings hints of what His boyhood must have been like.

The analysis of the use of prayer in the two curricula revealed that in the Union College Character Research Project curriculum prayer is mentioned in almost every lesson, whereas the emphasis on prayer in the Presbyterian New Curriculum varies from quarter to quarter. The Lord's Prayer is the entire basis for teaching about prayer in the Project curriculum, whereas in the other curriculum studied, although there is an adequate emphasis on the Lord's Prayer, the Lord's Prayer is only a part of the entire teaching. The New Curriculum offers far more help in supplying methods of teaching children how to pray than do the Project materials.

A far more challenging and creative group of home assignments was found in the Project materials than in the Presbyterian New Curriculum. Methods used by both curricula are story and discussion, bringing items from home to church school, compiling lists, and the working out of a family council.

It was discovered that the Presbyterian New

Curriculum surpasses the Project material in its outside reading helps, both from the standpoint of quantity and of variety of subject matter. In the teacher-parent magazine of the Presbyterian materials there are two regular feature articles dealing with outside reading helps, as well as the references to certain books in the general articles and in the notes to parents. These books cover almost every need of the child and also offer help for the parents. The Project material has a brief bibliography for each department for each unit, but it is chiefly designed for the use of the church school. Nathan Boy of Capernaum is the only reading book used in the series of lessons.

Unique to the Presbyterian New Curriculum are the attractively illustrated, home reading books and the packets of activity sheets. The one book mentioned above, Nathan Boy of Capernaum, which is recommended for home use on the Secondary Level of the Project curriculum, is not an integral part of the curriculum, and can not be thought of on the same level as the Presbyterian curriculum's quarterly home reading books.

4. Other Procedures Unique to the Presbyterian New Curriculum

In addition to the home reading books and the activity sheets, other prominent procedures unique to the Presbyterian New Curriculum are the departmental previews for parents and several devices for promoting a family-

centered church life - church family nights, church school exhibits, church school visitation by parents, parent representatives for church school classes or departments, and a family emphasis in other church groups. The work of the departmental previews might correspond to that done in the parent classes in the Union College Character Research Project, although not all parent classes preview their church school material. The lack on the part of the Project to promote activities which would unite the families in activities centered in church life reveals a lack of interest in the work of the church beyond the church school and the home.

5. Other Procedures Unique to the Union College Character Research Project

Certain procedures of parent co-operation found to be unique to the Union College Character Research Project are weekly parent reports, the use of parent teachers, and parent co-operation in psychological tests made at the Union College Laboratory. The value of the parent report cannot be over-estimated, for it leads the parents into a systematic program of Christian character education in the home, provides the teacher with a check on home co-operation, and gives the Laboratory a means of evaluating and revising the lessons planned for the children. The problems involved in the reports include the time required to fill them out and the difficulty of training the parents to write reports

which are usable. The use of parent teachers is a means which is growing in popularity, whereas the tests of the children made in the testing rooms at Union College is decreasing in use, due to the increased size of the Project and the length of time needed to test each child.

6. Parents and Financial Support

The cost to the local churches using these two curricula cannot be easily compared for the Project charges each church a flat rate of \$500 a year if all departments use the materials, or a minimum fee of \$100 if only four or more departments use the material, plus \$50 for each department using the curriculum. The Presbyterian New Curriculum does not charge a flat rate for the use of the materials, but rather, charges by the amount of supplies ordered by each church. Churches using these curricula have a variety of methods of financing them.

E. A COMPARISON OF THE RESULTS ACHIEVED BY EACH CURRICULA

In both curricula, it was found, there are few definite statistics concerning the results achieved with respect to securing parent co-operation. Further, it is difficult to measure parent co-operation, for it is often a matter of degree of participation. The source of statistics concerning results for the Project is the parent report. Although the average return of parent reports for

each lesson is not known, there are a sufficient number of returns to say that parent co-operation is being accomplished to an encouraging degree. The Presbyterian New Curriculum does not have the parent reports by which to judge the degree of success in parent co-operation, but there are statistics concerning the number of churches using the material and the percentage of parents receiving the teacher-parent magazines. From these statistics it can be reasonably assured that some parents are making good use of the materials, and, in comparison with the lack of parent co-operation in the past, any improvement makes the curriculum worth while.

In the Project curriculum the effects of this co-operation both on the children and on the parents are seen in the parent reports. Although there are some unfavorable reports, the majority record real learning and improvement in the children. The parents reveal a real interest in their responsibility to carry out their part of the program, a willingness to do their part, and a confession of their own need to learn along with their children. The effect upon the church school is seen in the fact that only two churches have dropped out of the Project and that the total number of participating church schools is increasing.

In the Presbyterian New Curriculum there are only isolated statistics by which to judge the effects of co-operation on the parents and the children. Experience in

the Primary Department of the Fifth Avenue Presbyterian Church in New York showed that the children who use the reading books are remembering what they learn, are interested in their work, and are experiencing a new sense of the importance of church school. The response of the parents varies, but most of them are interested and are willing to co-operate to some degree (depending largely upon the personal attention and help given them).

There was evidence, then, in the results achieved in using the curricula that parents do co-operate when given the proper motivation, the proper guidance, and an adequate curriculum with which to work.

CHAPTER IV
GENERAL SUMMARY

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A current trend in Christian education evident today is a renewed stress on the importance of the family. From the standpoint of the Scriptures and from the evidence that family life in America is disintegrating, the need for such an emphasis is obvious. Many methods of helping the family have been advanced by the church and other groups, one of these being a church-school curriculum especially designed to promote home-church co-operation. In view of this, the problem of this study was the analysis and comparison of parent co-operation emphases in two such church school curricula.

The two curricula chosen for study were the Union College Character Research Project Curriculum and the Presbyterian New Curriculum entitled "Christian Faith and Life, A Program for Church and Home". The same general procedure was followed in analyzing each curriculum, namely, a brief study of the history, a statement regarding the purpose, an analysis of the procedures employed to bring about parent co-operation, and finally, information concerning the results achieved.

The analysis of the Project material in Chapter I and the Presbyterian New Curriculum in Chapter II made

possible a comparison of the two in Chapter III. It was discovered that the two curricula differed in their origin, growth, and conditions for participation in the program, and in their purpose. The Project began with the publication of a book by Dr. Ligon in 1935, and the Presbyterian New Curriculum began with a conference of the Board of Christian Education of the Presbyterian Church, U.S.A., in 1938. The Project curriculum is being used in only forty-five churches, whereas the Presbyterian New Curriculum is being used in some 6,400 churches. The Project has set up certain requirements for participating churches (outstanding among them being attendance at parent meetings and parent-teacher interviews, co-operation in home assignments, and filling out parent reports), whereas the Presbyterian New Curriculum is available to any church. The difference in the purpose of the two curricula was found to be that the Project is interested primarily in character education as an end goal, whereas the Presbyterian New Curriculum is concerned with character education as a natural by-product of guiding children into active discipleship of Jesus Christ.

In the analysis of the procedures used by the two curricula to bring about parent co-operation it was found that certain features are common to both curricula and certain ones are unique to each curriculum. Both curricula have parent-teacher interviews, but the Project puts a much greater emphasis on them through the filling out of

the parent interview outlines and the attitude scales. Both curricula offer certain lesson material to be used by both parents and teachers, but the Presbyterian New Curriculum surpasses the Project material in attractiveness and in quantity of materials. The Presbyterian curriculum includes quarterly magazines (with general articles of interest to parents, plus the notes to the parents with each lesson), the home reading books, and the activity sheets. The Project material supplies only the lessons with their notes to the parents.

Certain observations were made in tracing the psychological and educational principles, the use of Bible, prayer, the home assignments, and the outside reading helps through the teacher-parent magazines of the Presbyterian New Curriculum for Primary children for one year, and of the Project lessons, Unit on Vicarious Sacrifice, for children from six through eleven. The Project materials emphasize social adjustment more than the Presbyterian New Curriculum does, but the Presbyterian material has a better balance of psychological and educational helps. In the use of the Bible the Presbyterian New Curriculum puts more emphasis on memorization of Scripture and includes more help in methods of using the Bible with children. Both have about the same number of Bible stories (not counting the home reading books) and have adequate help in making the Bible teaching practical in life situations, but they differ in their policy regarding imaginary stories of Jesus' boyhood. The emphasis

on prayer in the Project materials centers around the Lord's Prayer, whereas in the Presbyterian New Curriculum this prayer is just one of many sources of teaching on prayer. The home assignments of the Project materials were found to be far more creative and stimulating than those of the new curriculum, whereas the outside reading helps of the new curriculum were far ahead of the Project materials.

Procedures found to be unique to the Presbyterian New Curriculum are the departmental previews for parents and several devices for promoting a family-centered church life. Procedures unique to the Union College Character Research Project are the parent reports, the use of parent teachers, and the parents' co-operation in psychological tests made at the Union College Laboratory. The value of the parent report was shown to be one of the outstanding contributions of this curriculum.

The cost of using these curricula was seen to differ in that the Project materials are sold by departments regardless of the individuals involved, whereas the Presbyterian New Curriculum is sold according to the number of individuals in the departments.

Finally, it was discovered that, although exact measurement of parent participation is impossible, both curricula are achieving some degree of success in bringing about parent co-operation. The actual number of homes being reached has increased and the resulting effects upon the children, the parents, and upon the church school are unmistakably favorable.

Thus, it has been shown that both curricula offer definite contributions to parent co-operation. However, it would seem that of the two curricula the Presbyterian New Curriculum offers advantages in being more specifically Christian in purpose, in its well-rounded course of study, and in its help in methods of teaching children how to use the Bible and how to pray. On the other hand, it would seem that this could be improved from the standpoint of a regular check on the success or failure of the lessons and the inclusion of more creative, original home assignments. The advantage gained by the Project in seeing to it that the parents agree to co-operate before permitting the church to participate in its program can be matched by the Presbyterian New Curriculum through leaders and teachers who have seen the vision of the limitless possibilities for the Christian education of children when the co-operation of the home is enlisted and who are willing to work diligently to so motivate the parents that they will assume their Christian teaching responsibilities.

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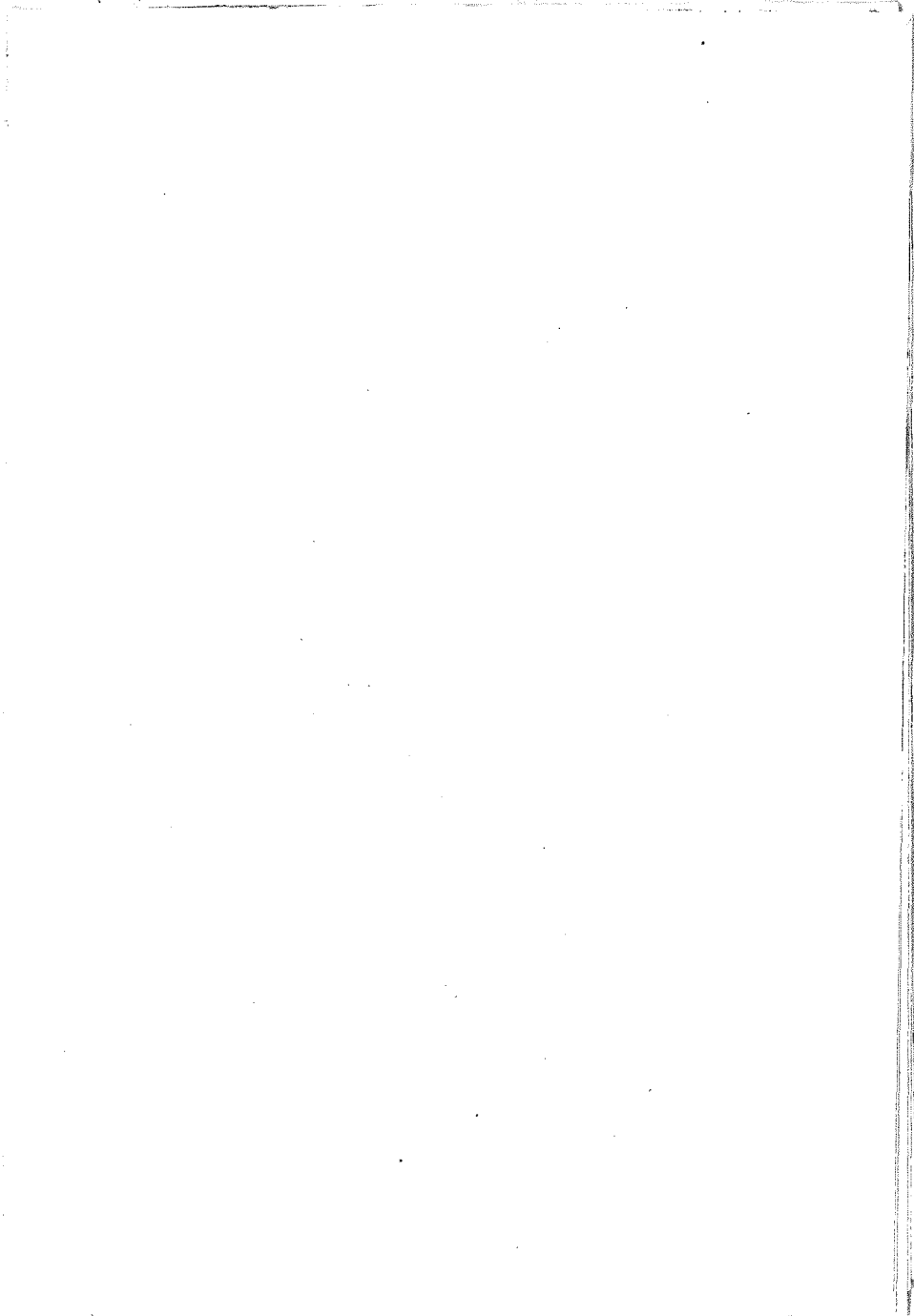
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APPENDIX

APPENDIX A.

ATTITUDE SCALE



DYNAMIC ADJUSTMENT TO AUTHORITY UNIT

Designed to develop in our children: The ability to become a part of the family team, to become a master of one's temper, to conform to the stresses of being educated, and to adjust to the restrictions imposed by society on its members. "Happy are the peacemakers; for they shall be called the sons of God."

ATTITUDE SCALE
PRIMARY DEPARTMENT - GRADES 1 AND 2

Name, Address, Person(s) interviewed, Interviewer, Date, Teacher, Age, Sex, School Grade, City, Occupation of Father, Church

(Please be sure to fill in all of the above blanks.)

Instructions: In the blank spaces below each question describe the characteristic behavior and/or thinking of your child in the area of this attitude. The space on the left is to be filled in at the beginning of the unit, the space on the right, at the end of the unit. Note the sample items printed between these blank spaces. They are designed to act as BEHAVIOR GUIDES in this process, being examples of the type of behavior commonly found at this age level. Check any of them which fit your child specifically. In the squares headed rating, assign a number: 5, 4, 3, 2, or 1. Put Father's rating under F, Mother's rating under M, Teacher's rating under T.

- Rate him (her) as 5, if (s) he has developed this attitude to such a high degree that his (her) parents and teachers are continually being hard pressed to help him (her) find and learn new skills for expressing it.
4, if (s) he has developed this attitude well above the level thought of as normal for a child of his (her) endowment at this age level but is still far below his (her) maximum potential.
3, if (s) he has developed this attitude and the skills for expressing it to a level that would be generally recognized as normal among children with his (her) endowment at this age level.
2, if (s) he is considerably below normal for his (her) endowment and age level both in the development of this attitude and in his (her) skills for expressing it.
1, if (s) he is unconvinced of the value and desirability of this attitude and refuses to attempt its development, and/or has established attitudes which must be unlearned before the teaching of this attitude can be begun.

Attitude 1. How much responsibility (not merely chores) does this child assume in the home? (This attitude implies a certain pride in being part of the family. The child assumes regular jobs because of a desire to carry his share of the family's work. Responsibilities are interpreted as jobs which give this sense of belonging to the child. They are more than casual chores assigned on the spur of the moment.)

BEGINNING OF UNIT
(Typical behavior and/or thinking)

BEHAVIOR GUIDES
He feels very much a part of the family team, and eagerly seeks to discover ways and means of doing his share.
Does anything he is asked to eagerly and willingly.

Has regular responsibilities (such as making his bed) which he carries out willingly.
Has no definite responsibilities but regularly volunteers to do any work which needs to be done.
Works very well when someone works with him.
Prefers to play but can usually be persuaded to help some with things around the house.
Becomes so interested in play it is almost impossible to get him to do anything else.
Never helps with any work around the house unless such help is insisted upon.
Usual reaction to being asked to do anything is to whine or cry in open rebellion.
Seems to have no sense of belonging to the

END OF UNIT
(Indicate evidence of improvement)

Table with 2 columns: INITIAL RATING, and 3 rows: T, F, M

Table with 2 columns: FINAL RATING, and 3 rows: T, F, M

responsibilities are interpreted as jobs which give this sense of belonging to the child. They are more than usual values which would be...

BEGINNING OF UNIT

(Typical behavior and/or thinking)

END OF UNIT

(Indicate evidence of improvement)

He feels very much a part of the family team, and eagerly seeks to discover ways and means of doing his share. Does anything he is asked to eagerly and willingly. Has regular responsibilities (such as making his bed) which he carries out willingly. Has no definite responsibilities but regularly volunteers to do any work which needs to be done. Works very well when someone works with him. Prefers to play but can usually be persuaded to help some with things around the house. Becomes so interested in play it is almost impossible to get him to do anything else. Never helps with any work around the house unless such help is insisted upon. Usual reaction to being asked to do anything is to whine or cry in open rebellion. Seems to have no sense of belonging to the family except as it serves his own needs and purposes.

Table with 2 columns: INITIAL RATING, and 3 rows: T, F, M

Table with 2 columns: FINAL RATING, and 3 rows: T, F, M

Attitude 2. How willing is he to make minor sacrifices from time to time for other members of the family? (This attitude does not imply passive acquiescence to the demands of others. It means a willingness to do one's share in making the home a happy place by thinking of others as well as of oneself.)

BEGINNING OF UNIT

(Typical behavior and/or thinking)

END OF UNIT

(Indicate evidence of improvement)

Eagerly seeks out and employs every opportunity to make some other member of the family happy. First thought when given something, is to share it with other members of the family. Willingly looks out for younger children and shares toys with them. Needs to be reminded to make such minor sacrifices but does so without any need for persuasion. Will change his plans for the sake of the group's plans or the wishes of some other member of the family when good reasons are given. Does not mind doing occasional errands, etc., but feels imposed upon if they are numerous or frequent. Only sacrifices are in the nature of things less important to him - finds it very hard to give up a favorite program regardless of the reason. Seldom will give up his own wishes for the sake of the larger good; must be persuaded to think of others. Can be persuaded to act as part of the family team only with great difficulty. Is still very much the center of his own world with little or no regard for the feelings or welfare of others.

Table with 2 columns: INITIAL RATING, and 3 rows: T, F, M

Table with 2 columns: FINAL RATING, and 3 rows: T, F, M

(Authority)
Pri.p.2

Attitude 3. How well is he able to control the intensity of his anger when being bullied? (It is not the purpose of this attitude to turn out spineless children who will simply take what comes their way. Rather, it is the goal of the attitude to teach the children the skills which will enable them to avoid wasting valuable energy in anger reactions in the face of almost inevitable bullying.)

BEGINNING OF UNIT

(Typical behavior and/or thinking)

BEHAVIOR GUIDES

Regularly succeeds in making friends with those who attempt to bully him; never loses his temper.
Responds to bullying with a grin and either makes friends or comes home without getting angry about the matter.
When bullied, he does not get angry but he does come home to talk things over and try to find out what to do.
Has a tendency to get excited when bullied but usually manages to keep from losing his temper.
Resents bullying very much and sometimes responds with anger and heated remarks.
When bullied, he is inclined to respond with sharp words and offer to fight.
He is as apt to be the bully as to get bullied.
Takes offense at the drop of a hat and offers to take on the offending person.
Comes home crying whenever bullied.
Is always on the bullying end; can dish it out, but can't take it.

INITIAL RATING
T F M

FINAL RATING
T F M

END OF UNIT

(Indicate evidence of improvement)

Attitude 4. How well has he adjusted to all of the restrictions involved in his school experience? (This attitude emphasizes that the most important result of the first years of school is measured, not in terms of the amount learned, but in terms of the child's attitude toward the whole educative process and the restrictions on individual activity it necessarily imposes.)

BEGINNING OF UNIT

(Typical behavior and/or thinking)

BEHAVIOR GUIDES

Has eagerly accepted the school routine and does not feel any of the requirements are in the nature of restrictions.
Has taken school restrictions in stride and enjoys the group just as much as previous groups outside school.
Has felt the restrictions which were necessary but has accepted them willingly.
Was not too happy at first, but discovered that the rules were for his own good and cooperates splendidly.
Tries hard to cooperate but often finds his own desires over-ruling and has to be reminded of rules.
Is shy and almost indifferent; cooperation is passive rather than active most of the time.
Finds restrictions hard to accept and frequently comes into conflict with them.
Is far too submissive; cooperation is completely passive.
There is very little about school that appeals to him in any way.
Has to be forced to attend school as he has no desire to cooperate in the program.

INITIAL RATING
T F M

FINAL RATING
T F M

END OF UNIT

(Indicate evidence of improvement)

Attitude 5. How well has he learned that criticism is to help him do things better, instead of regarding it as a form of punishment? (This attitude is aimed at developing "coachability"...the skill to profit by the tremendous advantages which come to those who can accept correction and criticism without having their feelings hurt.)

groups outside school. Has felt the restrictions which were necessary but has accepted them willingly. Was not too happy at first, but discovered that the rules were for his own good and cooperates splendidly. Tries hard to cooperate but often finds his own desires over-ruling and has to be reminded of rules. Is shy and almost indifferent; cooperation is passive rather than active most of the time. Finds restrictions hard to accept and frequently comes into conflict with them. Is far too submissive; cooperation is completely passive. There is very little about school that appeals to him in any way. Has to be forced to attend school as he has no desire to cooperate in the program.

| | | |
|----------------|---|---|
| INITIAL RATING | | |
| T | F | M |

| | | |
|----------------|---|---|
| INITIAL RATING | | |
| T | F | M |

Attitude 5. How well has he learned that criticism is to help him do things better, instead of regarding it as a form of punishment? (This attitude is aimed at developing "coachability" ... the skill to profit by the tremendous advantages which come to those who can accept correction and criticism without having their feelings hurt.)

BEHAVIOR GUIDES

BEGINNING OF UNIT
(Physical behavior and/or thinking)

END OF UNIT
(Indicate evidence of improvement)

- Not only accepts criticism and coaching, but even seeks it out after doing some job such as setting table.
- Willingly accepts suggestions on ways to do his various jobs better.
- Accepts some suggestions readily but does not like to be corrected in other matters.
- Accepts criticism but does not show any awareness of its great value.
- Has to be persuaded to accept criticism but usually he sees the point.
- Sometimes he will listen to coaching; other times he refuses to take any advice at all.
- Will accept criticism only from certain individuals; with others he either ignores it or becomes angry.
- Usually resents criticism and refuses to listen or continues in his own way in spite of it.
- No matter how kindly the criticism is given, he attributes it to lesser motives than a desire to be helpful.
- Will not listen to any criticism; insists upon doing things his own way unless forced to do otherwise.

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| INITIAL RATING | | |
| T | F | M |

| | | |
|--------------|---|---|
| FINAL RATING | | |
| T | F | M |

Attitude 6. How well is he adjusted to the fact that being a part of a large social group in school places certain restrictions on his personal liberty? (This attitude is a step in the important developmental process of becoming a social being without losing the important assets of one's own individuality. It involves accepting the restrictions of group membership because of the values which result.)

BEGINNING OF UNIT

(Typical behavior and/or thinking)

BEHAVIOR GUIDES

He enjoys group activities of all kinds and feels that it is worthwhile to obey their rules because of the good times which result.

Enters into group activities with enthusiasm, school included.

Is usually enthusiastic about school, but occasionally expresses the wish it were Saturday so he could do as he pleased.

Accepts restrictions but is not enthusiastic about them although conceding their value.

Is disturbed by inability to come and go and talk when he pleases but tries to comply with the rules.

Gets along fine with the teacher but has difficulty in getting along with the other children.

Tends to follow wrong leaders who react unfavorably to restrictions; he does likewise.

He puts up with the whole process but seems indifferent.

Has not learned to accept schedules or routine.

Has a definite aversion to anything which remotely suggests any restrictions on his own personal wishes.

INITIAL RATING

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FINAL RATING

| | | |
|---|---|---|
| T | F | M |
| | | |
| | | |

END OF UNIT

(Indicate evidence of improvement)

General Attitude, HOW WELL HAS HE ACQUIRED A SENSE OF GROUP RESPONSIBILITY IN SCHOOL, CONFORMING TO ITS INEVITABLE RESTRICTIONS AND CONTRIBUTING TO ITS WELFARE? (This attitude is not possessed if the child merely accepts group responsibility in a passive way because there is no alternative. The attitude implies interested cooperation on the part of the child to achieve the larger good.)

BEGINNING OF UNIT

Has a real sense of belonging to the

BEHAVIOR GUIDES

END OF UNIT
(Indicate evidence of improvement)

| | | |
|---|---|---|
| I | F | M |
| | | |
| | | |

Has a definite aversion to anything which remotely suggests any restrictions on his own personal wishes.

General Attitude, HOW WELL HAS HE ACQUIRED A SENSE OF GROUP RESPONSIBILITY IN SCHOOL, CONFORMING TO ITS INEVITABLE RESTRICTIONS AND CONTRIBUTING TO ITS WELFARE? (This attitude is not possessed if the child merely accepts group responsibility in a passive way because there is no alternative. The attitude implies interested cooperation on the part of the child to achieve the larger good.)

BEHAVIOR GUIDES

BEGINNING OF UNIT
(Typical behavior and/or thinking)

END OF UNIT
(Indicate evidence of improvement)

Has a real sense of belonging to the groups of which he is a part and is anxious to contribute to them in every way he can.

He readily accepts the rules of the group and says it is more fun when everyone works together and keeps the rules.

Is eager to learn rules of new games and tries to keep them when participating in the game.

Likes other people and gets along well in groups.

Gets along well in most groups but occasionally tries to get his own way.

Frequently seeks his own way but is usually willing to comply with group restrictions when reminded of them.

Is inclined to forget the rules and do as he pleases unless reminded of them.

Does not respond very readily to reminder of rules.

Finds it very difficult to conform to group regulations and almost always tries to have his own way first.

As yet, has no sense of group responsibility; still very much self-centered in all that he does.

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| INITIAL RATING | | |
| T | F | M |
| | | |

| | | |
|--------------|---|---|
| FINAL RATING | | |
| T | F | M |
| | | |

APPENDIX B. PARENT INTERVIEW OUTLINE

.....
(d) other adjustment problems and suggestions (Church, etc.)

.....
(e) Health adjustment

Department.....

FIRST CHURCH

Teacher.....

Middleton, U. S. A.

PARENT INTERVIEW OUTLINE

Parent..... Child..... Birthdate.....

School grade..... Father's occupation..... Date.....

1. CHILD'S INTERESTS AND ACTIVITIES

(Name the most common of his activities and indicate why he has these interests and how well he does them.)

Names of activities

Proficiency in them

(a) Physical activities and athletics

(b) Intellectual and imaginative activities

(c) Artistic activities

(d) Musical interests

(e) Mechanical skills and interests

(f) Social activities

2. ADJUSTMENT

.....
(a) Adjustment at school (Marks, high and low subjects, social adjustment, discipline, etc.)

.....
(b) Home adjustment (Names and ages of brothers and sisters and other members of household, and his adjustment to them.)

.....
(c) Vocational ideas and aims

.....
(d) Other adjustment problems and suggestions (Church, etc.)

.....
(e) Health adjustment

INVENTORY OF INTERESTS AND ACTIVITIES

APPENDIX C.

-111-

many. Only those activities in which the child has a decided interest should be listed.

- 1 This rating should be made on the basis of how easily and efficiently the child can entertain himself in quiet playing alone when the situation requires it.
- 2 How well does the child get along with pets? Does he take care of their feeding, etc.?
- 3 How good a traveller is he? Can he stand fatigue well? Does he adjust quickly to new places and people? How much trouble is he on a trip?
- 4 Make this rating on the same basis as the one relating to travel.
- 5 All of these activities involve imagination. The ratings should be based on the quality and vividness of the imagination of the child in each of the activities in which he engages.
- 6 This rating should be made on the basis of how good an observer the child is. How accurately and vividly can he describe what he has seen?
- 7 Of course the age level must be considered in making this rating. It should be a rating of aptitude rather than proficiency.
- 8 Aggressive social contacts are those in which the child takes the initiative in making the contact. The rating should be made on the basis of how easily and well he makes such contacts.
- 9 All of these activities should be rated on the basis of how willingly as well as how efficiently he does each of them.

INVENTORY OF INTERESTS AND ACTIVITIES

PRESCHOOL LEVEL

(A PARENT RATING)

Date _____
Month Day Year

Name of child _____

Date of birth _____
Month Day Year

Name of rater _____

Address _____

Occupation of father _____

Education of father _____

Education of mother _____

READ DIRECTIONS CAREFULLY

1. Underline *once* every activity in the inventory which the child does at all (*BUT ONLY THOSE THINGS WHICH HE HAS DONE WITHIN THE LAST YEAR!!!*)
2. *Double* underline those items in the inventory which the child does frequently.
3. In the () preceding each item, make a rating of the child's proficiency in that activity.

Write (5) if he is unusually proficient
" (4) if he is above average but not exceptionally so
" (3) if he is about average
" (2) if he is below average but not exceptionally so
" (1) if he is unusually poor in this activity

Do not be modest nor defensive. Make the most objectively accurate rating you can. Only accurate ratings have value in mental measurements.

4. For those items having a number preceding the (), refer to the bottom of the last page for special comments on the meaning of the rating.
5. For those items having no (), no rating is necessary.
6. Comments in the margins or blank spaces are welcomed.
7. Activities not found in the inventory should be added under the most appropriate section of the inventory.

HAVE YOU READ THE DIRECTIONS CAREFULLY?

It is better to go through the inventory and do all the underlining first. Then go back and make proficiency ratings for the items which you have underlined.

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1941

Ernest M. Ligon

I

- | | | |
|-----------------------------------|-----------------------------------|--|
| () Riding a tricycle | () Riding a kiddie car | () Playing in sand |
| () Swinging | () Riding led ponies | 1() Quiet games |
| () Running and romping* | () Roller skating | 2() Playing with pets |
| () Coasting on a wagon | () Ice skating | () Excursions to woods, park, country, etc. |
| () Sliding on a playground slide | () Calisthenics | () Playing marbles |
| () Throwing rocks or stones | () Riding a velocipede | () Spinning tops |
| () Climbing porches, trees, etc. | () Fishing | Motion pictures |
| () Hop, skip and jump. | () Boat riding | 3() Travel |
| () Climbing on a jungle gym | () Sliding or coasting | () Tiddleywinks |
| () Wading or swimming | () Rolling a hoop or tire | () Shooting a gun |
| () Going walking | () Hopping games on the sidewalk | 4() Camping |
| () Riding a scooter | () Shooting bows and arrows | () Jacks |

II

- | | | |
|---------------------------------|-----------------------|-------------------------------|
| Listening to stories | Playing church school | Reading the comics |
| () Reciting nursery rhymes | () Jigsaw puzzles | 5() Playing house |
| () Telling stories | () Selling things | 5() Playing doctor |
| Simon says thumbs up | () Gardening | 5() Playing horse |
| Radio skits and plays | () Checkers | 5() Playing Indian or cowboy |
| () Reading storybooks | () Dominoes | 5() Playing nurse |
| () Guessing games | () Card games | 5() Playing store |
| () Engaging in dramatic play | () Chinese checkers | 5() Playing church |
| () Telling or guessing riddles | () Parchesi | 5() Playing school |

Footnotes are to be found on page four.

- III
- | | | |
|---|------------------------------------|--|
| Looking at pictures | Ring around the rosy () | Playing with blocks |
| () Drawing | () Rhythm games | () Making mud pies |
| () Cutting out paper dolls | London bridge is falling down | () Playing with toy trains, ships, etc. |
| () Playing with dolls | Listening to victrola music | () Building snowmen, snow forts, etc. |
| () Stringing beads | 7 () Playing the piano | () Playing with hammer, nails and saw |
| Picking flowers | Farmer in the dell | () Playing with tinkertoy set |
| Dressing up in adult clothing | All around the mulberry bush | () Playing with Erector set |
| () Clay modelling | Listening to radio popular music | () Digging caves or dens |
| () Painting with water colors | Listening to radio classical music | () Fixing or repairing things |
| () Using plasticine | () Whistling | () Sewing |
| () Making scrapbooks | () Joining in group singing | () Building a hut |
| () Collecting flowers, stones, or pictures | Pop goes the weasel | () Playing with machinery |
| 6 () Sightseeing trips | Musical games | () Building a dam |
| () Using mosaics | | () Cooking |

- IV
- | | | |
|----------------------------------|---|--------------------------------|
| () Teeter totter | Going to church | 9 () Helping others with work |
| () Snow fights | Hide and seek | 9 () Helping with the dishes |
| () Playing catch | () Visiting or entertaining | 9 () Setting the table |
| Pillow fights | Parties | 9 () Doing errands |
| () Running and jumping contests | Nursery school or kindergarten | 9 () Going for the mail |
| Ring games | Peek-a-boo | 9 () Making the beds |
| () Tag games | 8 () Aggressive social contacts | 9 () Going to the store |
| Drop the handkerchief | () Follow the leader | 9 () Sweeping |
| Marching to Jerusalem | () Bean bag | 9 () Taking care of the baby |
| () Fighting and wrestling | () Croquet | |
| () Jumping rope | Pat-a-cake | |
| () Pingpong | () Being an occasional leader of neighborhood gang | |
| | Hide the button | |
| | Doll parties | |
| | Amusement parks | |

Footnotes are to be found on page four.

The favorite activities of the child in the order of his enthusiasm for them are as follows:

| Activity | Reason for interest |
|----------|---------------------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |

It is not necessary to list ten if the child does not have that many. Only those activities in which the child has a decided interest should be listed.

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- 6 This rating should be made on the basis of how good an observer the child is. How accurately and vividly can he describe what he has seen?
- 7 Of course the age level must be considered in making this rating. It should be a rating of aptitude rather than proficiency.
- 8 Aggressive social contacts are those in which the child takes the initiative in making the contact. The rating should be made on the basis of how easily and well he makes such contacts.
- 9 All of these activities should be rated on the basis of how willingly as well as how efficiently he does each of them.

- out how Jesus' parents must have trusted him to have allowed him so much freedom. Point out how Jesus really surprised his parents because he had assumed so much more responsibility than they thought a twelve year old could assume. Jesus was inquiring of learned men about a person's responsibility to God.
2. Introduce the use of the phrase, "Hallowed be Thy name" from the Lord's Prayer. Point out that it means "help me to do the things that will make God and my parents happy." Relate this phrase to Jesus' actions. Show how Jesus was honoring God by learning more about him. Show how Jesus honored his parents by going with them without arguing and by living as they wanted him to do (verse 51.)
 3. Use the "Responsibility Chart" made at Church School or some similar list of your own creation to record the ways in which your child "honors God's name" this week.
 4. Read from **MANNERS CAN BE FUN*** pages 7 to 22. Adapt this entertaining story to your own child's needs by the use of questions about what you read to him.
 5. You may want to try some morning or days with the family using teamwork to get things done and other mornings or days when each member follows his own whims. Needless to say, it is desirable that the experiment show the advantage of teamwork!

Preparing for next Sunday. Tell your child that the Church School Lesson will be about teams and the importance of team spirit. Send him to his Church School class with a sense of anticipation for the exciting lesson he will be learning.

*Leaf, Munro, **MANNERS CAN BE FUN**. J. B. Lippincott Company, Philadelphia, and New York, 1936.

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L-AA-P2-49

THEIR FUTURE IS NOW

A GUIDE FOR PARENTS AND TEACHERS IN THE
CHARACTER EDUCATION OF THEIR CHILDREN

published by

The Union College Character Research Project
Laboratory of Psychology
Union College, Schenectady, New York

Copyright 1949

For THE PRIMARY DEPARTMENT

(Grades 1 and 2).

"Happy are the peacemakers, for they
shall be called the sons of God."
Matt. 5: 9

DYNAMIC ADJUSTMENT TO AUTHORITY UNIT

(In Training For Christian Citizenship)

BEING DETERMINED TO RESOLVE THE CONFLICTS
WITHIN AND BETWEEN AND AMONG MEN

Lesson 2

I PLAY ON OUR TEAM

Attitude emphasis: 1, *Assuming responsibilities (Not merely chores) in the home.*

Factor A Becoming A Part Of The Family Team - *That thy days may be long.*

The main purpose of these two lessons is to give the child the secure feeling of being an important part of the family team. This presupposes that the family is a team and that he is an *important* part of it. Parents and teachers, therefore, should realize that this is an attitude not a set of behavior items. The word *responsibility* carries the connotation of being an important part of something. And whether a task is a responsibility or a chore is dependent on which the child thinks it is. Many parents report that the word itself is intriguing to the child and carries great prestige value. Do not lose this value by putting it over into the nagging or goody-goody word group. Such terms as *sharing, being good, and righteousness* have become almost forms of insult because of their misuses. Then, too, remember that variety is the spice of work even more than of some of the other aspects of life. Change his *responsibilities* before he gets tired of them. The spirit is usually more willing than the flesh and the latter needs all the help it can get keeping up with the ideals of the spirit. This weakness of the flesh has another implication in this lesson, too. The child will often undertake responsibilities he cannot carry out. Help him find the ones he can do, and then let him see their importance. This is just another illustration of the fact that all of these attitudes must be adapted to the individual child. They have no more reality than the grin of the Cheshire cat apart from real personalities. Using the idea of "Hallowed be Thy name" was not found too easily done when this lesson was used before. Its basic interpretation is "Help me to do something of which God will be proud." This is the very essence of this lesson. Do not make it over-pious. Make it real. An attitude like this one has infinite possibilities for the development of the child's personality. Make the most of them!

THE CHURCH SCHOOL LESSON

By way of introduction. Open the session with a quick review of the various projects the children have carried on during the week at home. This will be made most effective if you employ the *adaptation procedure*. Check with the parents on Saturday to get reports on the various projects which have been employed. Plan these opening few minutes so that each child will have an opportunity to indicate the way in which his *family* has helped him with his home project this past week. **I play on our team!**

The goal of this lesson is to help the Primary child realize that he is an important part of his family. Help him to realize not only that he depends a lot on father and mother but also that they depend a lot on him for help in making the home a happy place.

Ask the children what a home is. Ask them what the difference is between a house and a home. (Report the answers on your *Teacher's Record*.) Ask what makes a home out of a house. Is it just a matter of having people in the house? Or do the people have to live a certain way to make a home? In what way do they have to live? Use the *adaptation procedure* so that you will have outlined in advance the answers which need to be emphasized in response to these questions.

*The Jumble-Grumble Family**. This story proved a tremendous success when used with the *adaptation procedure* to apply it to the class members. Try the following steps in making this adaptation effective:

1. Make a list of the things the class members are careless about and use this list to describe the shortcomings of the children in the story.
2. Give careful consideration to the interpretation of father and mother. Perhaps they try hard in your real homes and should be so pictured in the story.
3. Make a list of the responsibilities the children could assume, based on the parents' suggestions. Let Mrs. Good-Advice include some of the items in her

suggestions. Perhaps Mrs. Good-Advice could tell a story about another home she knows where they have team-work, and the children do assume such responsibilities.

4. Make a list of the things the pupils would like to do as members of the family team and include these items as part of the fun the family had after the members learned to work together.

Some teachers have found that attention could be held better if the story were illustrated with simple pictures on the board. One teacher reports excellent success in having a member of the class who was talented in drawing these line drawings or stick figures. If you try this procedure it may be advisable to notify the child in advance so he can plan ahead.

Tell the story, "The Jumble-Grumble Family" *

"I once knew a "Jumble-Grumble" family. There were six of them-Mother, Father, Freddie, Mary, Jack and Susan. The house was always in disorder because the "Jumble-Grumble" children always expected Mother to hang up their clothes, pick up their toys, wash their ears, and make their beds. They just supposed that mothers were made for such things. But that was too much for mother to do by herself, so the house was always in a jumble - topsy-turvy, upside-down, backwards instead of forward. Why, even the children forgot to wipe their feet when they came in - so of course there was mud from back door to front door - upstairs and downstairs. Things were in a terrible disorder because no one helped Mother. That is, no one but father. But he thought the way to help was to grumble and scold. He grumbled about this and he grumbled about that. He scolded about the mud and he scolded about dirty hands and faces. And when the children wanted to go out and play, he both grumbled and scolded. But it did no good. Well, things got so bad that finally Mrs. Good-Advice heard about the Jumble-Grumble Six. And so she said to Mrs. Jumble-Grumble, "What you need is teamwork."

"Teamwork? What's that?" said Mrs. Jumble-Grumble.
 "Oh," said Mrs. Good-Advice. "Teamwork is where you all work together. Instead of you trying to do all the work, Mrs. Jumble-Grumble, just give each one of your other five a job to do - a responsibility - something that he can do from day to day." That was a splendid idea. And when Mrs. Jumble-Grumble told her Jumble-Grumble Five about the idea, they went to work with a will. Each Jumble-Grumble member did his job so well day after day, that they had to change their family name. What name do you suppose they picked out? They called themselves the "Sunny-Funny" family - sunny because everyone was happy - funny because they had so much fun working together.

Discussing the story. Plan your discussion in the light of your adaptation of the story. Get the children's answers to such questions as:

1. What kind of family would you like to belong to?
2. Is your family usually that kind of family?
3. What can you do to make yours a Sunny-Funny family?
4. What do you think really makes a home?
 (One little boy said, "The sun shines on a house, but it shine in a home.")
5. What is a responsibility?

(One teacher reported the following approach worked very successfully: "In introducing 'chore' and 'responsibility', wrote the two words on the board. 'See how small 'chore' is? Just five letters - that is something you can do to help in a short time, like running upstairs to get something for your mother. But look at 'responsibility'. What a big word that is. A big word like that must be important. It is something that is your own job to do every day - like setting the table or helping with dishes.")

Here is a story** of a boy who had a real responsibility: (Adapt this story or use an original one appropriate to your class. Please enclose any such original stories in your reports.)

Ever since he could remember, Peter had wanted a baby sister. So when his mother told him that at Eastertime there would be a new baby for him to help care for, Peter was very happy. One day, when baby sister was three years old, Peter's mother said, "Peter, please come home from school promptly today, for this afternoon I must go to Grandmother's; and I shall have to depend on you to look after Little Sister." Peter hurried home from school and his mother left for Grandmother's house. While Little Sister was having her nap, Peter's friend, Tom, called and asked him to come over to his house to play with a new electric train. Peter wanted to go very much but said he could not because he had to take care of his sister. However, he did want to see that electric train and besides Little Sister was asleep, she would be all right. So he started down the street with Tom. On the way to Tom's house he got to worrying about leaving Little Sister alone; and he got to thinking about how his mother was depending on him. So when he reached Tom's house, he told Tom that he could not stay and he turned around and ran all the way back. When Mother returned home, Peter told her what had happened. And Mother was very pleased that he had been so dependable.

Ask: What responsibility do you have at home? In what way do your mother and daddy

depend on you? Of course, the teacher knows the answer for each child as a result of the parent interview. The fore-knowledge will help the teacher guide this discussion effectively. Every child can participate, not merely the aggressive ones.

*An original story - JRB

Reed, Elizabeth L., **BIBLE HOMES AND HOMES TODAY. The Pilgrim Press, Boston, 1937. "Peter Makes a Discovery", page 141.

A CHURCH SCHOOL PROJECT

The aim of the project. Today's project has as its aim the effective dramatization of the responsibilities the children could assume or do assume as part of the family team. We suggest that the project time be used for two purposes, the enacting of these responsibilities and the creating of some sort of chart or reminder to be taken home. The dramatization might take the form of a game of charades with two teams taking turns enacting various responsibilities. The *adaptation procedure* should be used to choose subjects for dramatization that picture the desired emphases. Be sure that the presentations emphasize the team spirit and illustrate the fun of working together. Another form of presenting this project would be to employ simple action songs in which the children sing about their responsibilities as they enact them:

Sing to the tune of "Oats, Peas, Beans and Barley Grow" *

I asked my neighbor to come out to play,
She only lives across the way,
She said she couldn't come out to play
Because it was her ----- day.

(Insert, dusting, straightening, sweeping, scrubbing, garden-
ing, raking, etc.)

This is the way she washed that day
This is the way she washed that day
She said she couldn't come out to play
Because it was her (washing) day.

Have the boys and girls suggest reasons why the neighbor could not come out to play and act out as they sing. Also teach your pupils the song, "A Happy Day" *. This project also needs to be planned carefully, using the adaptation procedure. Only in this way can it be made effective for each child. The *adaptation procedure* should be employed again in determining the project to be made for taking home. By listing in advance the responsibilities which parents of each child would like to see him assume, the teacher could guide the children in the making of "Responsibility Charts" which would list a child's daily duties with a place for him to check their fulfillment. This chart could be taken home to be marked each day and then returned the following Sunday as the child's own report. (Such charts, or copies, would be valuable additions to the *Teacher's Record*.) Another project which could be carried out employing the *adaptation procedure* would be Bible mottoes. Choose a Bible verse which emphasizes a desirable attitude which would be meaningful to a particular child and have him make a motto using this verse and an illustration of it clipped from some magazine. Examples:

"By love serve one another" - Galatians 5:13

(Illustrate with small child helping parent.)

"Whatsoever thy hand findeth to do, do it with thy might" - Ecc1.1:9

(Illustrate with child working hard at some task.)

"Learn to do well...we are God's fellow workers" - Isaiah 1:17

(Illustrate with child taking instructions or learning a new job.)

You might ask children to bring magazines or clippings for this purpose.

The Lord's Prayer. This lesson introduces the use of the Lord's Prayer in the home assignment. The Church School can prepare the children for this part of the home lesson by using the prayer as a closing prayer or as part of the group worship experience. Try to create a spirit of anticipation for this part of the parents' teaching by asking the children what the prayer means and urging them to ask their parents to explain it to them during the coming week.

*Freivogel, Esther, **OUR HAPPY WORLD**. Eden Publishing House, St. Louis, 1934.

Song, "A Happy Day", page 141. Or some other song book for Primary children.

A GUIDE FOR THE PARENTS

Read the introduction to this lesson and the Church School Lesson so you will have clearly in mind the work that has been done and the preparation that has been made to enable you to teach effectively at home. Ask your child if he found out about the Jumble-Grumble and Sunny-Funny families. Ask to which he wants to belong and what the family can do to make itself that kind of family. **I play on our team!**

Inquire about the project for the week and inspire enthusiasm for it by your comments about the work he did at church in preparing the project. This week it will be the aim of the home lesson to impart an attitude of enthusiasm for the undertaking of home responsibilities. Past experiences afford convincing proof that this can be done most effectively. The reports also indicate that the success or failure of the lesson is almost entirely dependent upon the parents' skill in adapting its goals to the individual child. The following suggestions are taken from the experiences of parents who discovered possible pitfalls and made the lesson successful:

1. Use the word "responsibility" carefully and sparingly. Avoid using it in any way that suggests nagging. Suggest challenge, achievement, and enjoyment.
2. Guide the child's choice of responsibilities so it proves to be one that is attainable, satisfying, worthwhile, and likely to contribute to the *attituda* for which we are striving.
3. Keep in mind that the child's *attituda* toward responsibility is the important thing. Responsibilities well carried out but done with a sense of antagonism or the begrudging of loss of play time do not contribute to this lesson's aim.
4. Plan carefully the time, manner, place, and spirit most apt to contribute to the attainment of the desired *attituda*.
5. Do not attempt to apply the lesson suggestions mechanically. Adapt the material to your own child's needs. Some children enjoy hearing the same story over and over. Others become bored at this sort of repetition and need the same idea told in various ways. The poems included in the lesson appealed to many children; others took the negative attitude the poems portrayed and used it as an example for their own behavior. The poems should be shown to portray undesirable attitudes before they are used. Children who already assume responsibility well should be strengthened in the right *attituda* toward such duties. Responsibilities may be changed from time to time to make them more interesting.
6. The following duties were successfully employed by many parents as responsibilities for children the last time this unit was used:
Emptying wastebaskets, picking up clothes, making the bed, putting away toys, getting ready for school, showing appreciation for meals taking care of pets, telling the truth, watering household plants, putting books or magazines in place, mowing the lawn, and raking leaves.

Home projects. As previously suggested, the parents should adapt to their own child's needs whatever they use of the following material.

1. Use the story of Jesus in the temple as a lad of twelve. You may find it desirable to read this story in more than one version. You will find it recorded in Luke's Gospel, the second chapter, verses 41-52. Many Bible story books give beautifully worded versions for children. Perhaps you will want to build up your own story around the incident recorded in scripture. Your child might enjoy doing this with you. Imagine the thrill this visit to Jerusalem must have been to Jesus. It was like a first visit to New York would be for a country boy today. Yet Jesus was more interested in the temple and its services than in the carnival atmosphere the city assumed at feast times. Point out how Jesus' parents must have trusted him to have allowed him so much freedom. Point out how Jesus really surprised his parents because he had assumed so much more responsibility than they thought a twelve year old could assume. Jesus was inquiring of learned men about a person's responsibility to God.
2. Introduce the use of the phrase, "Hallowed be Thy name" from the Lord's Prayer. Point out that it means "help me to do the things that will make God and my parents happy." Relate this phrase to Jesus' actions. Show how Jesus was honoring God by learning more about him. Show how Jesus honored his parents by going with them without arguing and by living as they wanted him to do (verse 51.)
3. Use the "Responsibility Chart" made at Church School or some similar list of your own creation to record the ways in which your child "honors God's name" this week.
4. Read from **MANNERS CAN BE FUN*** pages 7 to 22. Adapt this entertaining story to your own child's needs by the use of questions about what you read to him.
5. You may want to try some morning or days with the family using teamwork to get things done and other mornings or days when each member follows his own whims. Needless to say, it is desirable that the experient show the advantage of teamwork!

Preparing for next Sunday. Tell your child that the Church school Lesson will be about teams and the importance of team spirit. Send him to his Church School class with a sense of anticipation for the exciting lesson he will be learning.

*Leaf, Munro, **MANNERS CAN BE FUN**. J.B. Lippincott Company, Philadelphia, and New York, 1936.

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PLANNING THE LESSON

APPENDIX E.

| | | |
|--|--|--|
| <p><i>He will not always tell truth unless he is led down. He expects no reward for telling the truth. Other- wise he lies to get out of</i></p> | <p>playing in the woods near your home. You didn't know that you were not supposed to cut branches from the trees. You saw a good branch for a bow and arrow, so you made one. The next day you heard a neighbor talking to your mother. You heard her say that the police were looking for the boys that had cut branches from the woods. What would you do? 6 Give Grover the part of Peter in the dramatization "Peter Learns the Courage to Tell the Truth". Ask Grover why Peter prayed. Lead me not into temptation.</p> | <p>truth. Then Mr. Jones said, "Would you really?" He said, "Well, I wouldn't want to, but I know that I should." 6 Think he realizes more than anyone else the courage it takes to tell the truth. Needs to learn the use of the prayer to help him have this courage.</p> |
| <p>He will tell the truth if it leads to punishment.</p> | <p>5 What would you do? Supposing you were in school and you had accidentally dropped a book when the teacher was writing on the blackboard. She turned around and said, "Whoever made that noise will have to stay after school." What would you do? 6 Give Vance the part of the reader in the dramatization.</p> | <p>5 Absent, but mother's report is: "Vance tried to hide forbidden stink bomb but when asked immediately told truth though he would be punished. Admitted going to station though knew he would be punished." 6 He has this trait. Added much to discussion by telling of the courage it took to tell the truth when he had broken a window.</p> |
| <p>He tells the truth but sometimes begins by blaming his and crying when</p> | <p>5 What would you do? Supposing you were building something with your father's hammer at home and you lost it. You just couldn't seem to find it anywhere. Your father wanted the hammer the next day and he was quite upset because he could not find it. You heard your mother tell him that perhaps your little sister had carried it off. What would you do? 6 Ask Ted if he thought that perhaps Peter felt like crying when he denied Christ.</p> | <p>5 Ted was doubtful whether it would be wise to say anything. He said he might tell the truth if he were out of his father's reach. 6 Fully realized the courage it took for Peter to tell the truth. Parents report child has improved in this trait. When he went to a forbidden place, came right home and told about it though knew would be punished.</p> |

(c)

(d)

(e)

Indicate suggested revision of lesson materials on the back of this sheet. Italics are facts from columns (a) and (c) which were used in lesson adaptations in column (d).

| UNIT Adjustment to Authority | | ATTITUDE EMPHASIS: 3. Will | |
|---|--|------------------------------|------------|
| CHURCH First Church, Middleton, U.S.A. | | | |
| DEPARTMENT Secondary | | TEACHER James and Edna Jones | |
| | | EMPHASIZED IN LESSON NOS: | |
| Name 1. Ronnie Prem | | Age 9_ Sex M_ Grade 4_ | Attendance |
| Address 66 River Road, Middleton | | Phone 4-1163 | |
| Aptitudes and Interests: Likes to read. Reads very advanced material. | | | |
| Sports and camping. | | | |
| Adjustments: Oldest of three children. Treats younger sister nicely. Fights and teases brother. Needs to learn to own up when he has been wrong, especially when taking things (food and money) which do not belong to him. | | | |
| Name 2. Henry Norton | | Age 9_ Sex M_ Grade 4_ | Attendance |
| Address 29 Main Street, Middleton | | Phone 3-0784 | |
| Aptitudes and Interests: Bicycling, swimming, sports, making things, electric train. | | | |
| squirt guns, and playing imaginary games such as 'cops and robbers'. | | | |
| Adjustments: Needs to learn more self confidence. Also not to tease his younger sister. Two children in family. | | | |
| Name 3. Grover Beele | | Age 9_ Sex M_ Grade 4_ | Attendance |
| Address 1 Smith Street, Middleton | | Phone 3-3695 | |
| Aptitudes and Interests: Music, dancing, shooting squirrels, making bows and arrows. | | | |
| Wants to be an astronomer, singer, music teacher. Playing in the woods. | | | |
| Adjustments: Middle child in family of three. Two sisters. Fights with and is jealous of younger sister. Reading is poorest subject but is improving. Has to learn to control temper and to tell the truth. | | | |
| Name 4. Vance Fleming | | Age 9_ Sex M_ Grade 4_ | Attendance |
| Address 33 Park Ave., Middleton | | Phone 4-5681 | |
| Aptitudes and Interests: Chemistry. All kinds of sports. A very good swimmer. | | | |
| Adjustments: Needs to learn self-control in a group. Is very loud and critical of others. Is a discipline problem in school. Needs to gain confidence in reading aloud. | | | |
| Name 5. Ted Browning | | Age 9_ Sex M_ Grade 4_ | Attendance |
| Address 88 South Street, Middleton | | Phone 4-8830 | |
| Aptitudes and Interests: Football, baseball, bicycling, mechanical things. Builds with toy bricks, electric train. Very good at building things with tools. | | | |
| Adjustments: Has a sister two years old. He gets along quite well with her. Needs help on home authority and helping out more at home. A good worker in school. | | | |

TEACHER'S RECORD AND REPORT OF EFFORTS TO TEACH THIS ATTITUDE

Initial Attitude Scale Description

Will lie if he thinks he can get out of punishment by doing so. If it is an accident he tells about it if done on purpose he won't tell about it.

Will tell the truth only if questioned. Avoids the subject and hopes parents will not discover wrongdoing.

He will not always tell the truth unless he is pinned down. He expects no punishment as a reward for telling the truth. Otherwise he lies to get out of it.

He will tell the truth even if it leads to punishment.

Tells the truth but sometimes begins by blaming others and crying when cornered.

(a) (This section of sheet can be folded under for successive attitudes. Do not detach. Write in name each time.)

(b)

(c) (Indicate suggest (italics are facts from

ATTITUDE EMPHASIS: 3. Willingness to tell the truth even if it leads to punishment.

EMPHASIZED IN LESSON NOS: 5 - 6

DATES: Oct. 19, 26, 1947

| Grade 4 | Attendance | Initial Attitude Scale Description | Lesson Adaptations | Evidences of Success |
|---------|------------|--|--|--|
| 1163 | | <i>Will lie if he thinks he can get out of punishment by doing so. If it is an accident he tells about it, if done on purpose he won't tell about it.</i> | 5 <u>What would you do?</u> Supposing you were at home and you found a piece of chocolate cake. You ate it. Your brother came in the house right after that and he had some chocolate on his face. Your mother thought that he ate the cake, and was going to spank him for telling a lie about it. What would you do? 6 Talk about the courage it takes to tell the truth when we have taken money or other things which do not belong to us. | 5 At first Ronnie said he'd be tempted to wait until his brother got spanked before telling the truth. He got the point of this lesson. 6 Seemed to get the trait - mother reports discussion of it quite often. He admitted taking the money from the Sunday School envelopes. |
| 0784 | | <i>Will tell the truth only if questioned. Avoids the subject and hopes parents will not discover wrongdoing.</i> | 5 <u>What would you do?</u> Supposing you were playing cops and robbers at home with squirt guns. You and Tommy had been squirting each other every chance you got. Suddenly you dropped your gun. Before you had a chance to pick it up, the other boy squirted you good. Just as he did this his father came up the street and saw him. His father was very angry and took his son by the collar and was going to spank him. What would you do? 6 Talk about how easy it is to say nothing when we have done wrong, but how hard it is to tell the truth without being questioned. | 5 Henry couldn't figure this out because he thought the boy would be taking unfair advantage of him. He got the point but he didn't want to admit it. 6 Realizes the courage it takes to tell the truth. Isn't sure he always has the courage. Parent reports improvement. They can depend on him to tell the truth more often. |
| 13695 | | <i>He will not always tell the truth unless he is pinned down. He expects no punishment as a reward for telling the truth. Otherwise he lies to get out of it.</i> | 5 <u>What would you do?</u> Supposing that you were at home and had been playing in the woods near your home. You didn't know that you were not supposed to cut branches from the trees. You saw a good branch for a bow and arrow, so you made one. The next day you heard a neighbor talking to your mother. You heard her say that the police were looking for the boys that had cut branches from the woods. What would you do? 6 Give Grover the part of Peter in the dramatization "Peter Learns the Courage to Tell the Truth". Ask Grover why Peter prayed. Lead me not into temptation. | 5 At first Grover gave a pat answer, "I'd tell the truth". Then Mr. Jones said, "Would you really?" He said, "Well I wouldn't want to but I know that I should". 6 Think he realizes more than anyone else the courage it takes to tell the truth. Needs to learn the use of the prayer to help him have this courage. |
| 5681 | | <i>He will tell the truth even if it leads to punishment.</i> | 5 <u>What would you do?</u> Supposing you were in school and you had accidentally dropped a book when the teacher was writing on the blackboard. She turned around and said, "Whoever made that noise will have to stay after school". What would you do? 6 Give Vance the part of the reader in the dramatization. | 5 Absent, but mother's report is: "Vance tried to hide forbidden stink bomb but when asked immediately told truth though knew he would be punished. Admitted going to station though knew he would be punished." 6 He has this trait. Added much to discussion by telling of the courage it took to tell the truth when he had broken a window. |
| 8830 | | <i>Tells the truth but sometimes begins by blaming others and crying when cornered.</i> | 5 <u>What would you do?</u> Supposing you were building something with your father's hammer at home and you lost it. You just couldn't seem to find it anywhere. Your father wanted the hammer the next day and he was quite upset because he could not find it. You heard your mother tell him that perhaps your little sister had carried it off. What would you do? 6 Ask Ted if he thought that perhaps Peter felt like crying when he denied Christ. | 5 Ted was doubtful whether it would be wise to say anything. He said he might tell the truth if he were out of his father's reach. 6 Fully realized the courage it took for Peter to tell the truth. Parents report child has improved in this trait. When he went to a forbidden place, came right home and told about it though knew would be punished. |

(b) (c) (d) (e)

(Indicate suggested revision of lesson materials on the back of this sheet.)
(Italics are facts from columns (a) and (c) which were used in lesson adaptations in column (d)).

ATTITUDE EMPHASIS 3. Willingness to tell the truth even if it leads to punishment.

| Common Interests of the Class | Present Behavior Common in Class Relating to Attitude | Additional Instructional to Change |
|---|--|---|
| Baseball Swimming Bicycling Electric trains Chemistry sets Making bows and arrows Squirt guns | Grover and Ronnie need this trait the most. Henry and Ted need help on it. Vance was rated high. | 5. Individual stories entitled, "What V 6 The dramatization, |

Adapted Lesson Plan(s)

Introduction to Lesson (Lesson 5)

Review (Following lesson plan as written)

1. Ask Vance, "What is a family?"
2. Ask Ronnie, "What makes a family team besides blood relation?" Try to get him to point out that each member of a family depend on one another. "How do his parents depend on him?"
3. Ask Grover, "Do you depend on your parents to tell you the truth? Do you think that they always told the truth from the time that they were born? When do you think that they learned to tell the truth?"
4. Ask Henry, "Henry, do you remember at the beginning of this unit what we called parents who were doing God's will? (Trustees of God - illustrate this if necessary on the board.) As trustees of God do you think that they should teach you to tell the truth?"

Lesson (Follow written plan with these adaptations.)

1. Ask Ted why it is important to tell the truth. Is it a "good" feeling to be able to trust your parents?
2. Ask Grover, "What kind of a feeling do you think your parents have when they can depend on you to tell the truth?"
3. Ask Ronnie, "Who else would be proud of you?"
4. God does not expect us to know all of these things when we are born. That is why He gave us good parents to teach us. Mr. Jones will tell you a story about a little girl who made a mistake about taking money and how her mother taught her to tell the truth. (James will tell the story, JUDY MAKES A MISTAKE.)
5. Ask Ronnie, "Was it hard for Judy to admit it when she took money which did not belong to her? Do you like Judy better because she told the truth?" (Mr. Jones will tell a story (imaginary) about himself taking money from Sunday School envelopes and how hard it was to tell the truth about it. (Ronnie's benefit))
6. Hand out the "What Would You Do?" stories. Ask each one to read his silently and decide what he would do. Then each one will read his story aloud and tell what he would do. The class will discuss whether he did the thing that would make God and his parents proud of him. Each will write his answer after the discussion and put it in his Album along with a picture of himself.

Introduction to Lesson (Lesson 6)

Review (Review of last week. Follow lesson plan as written with the following adaptations.)

1. Ask Ronnie to tell what last week's lesson was about. In the story JUDY MAKES A MISTAKE, did it take courage for her to tell the truth? Would it take a great deal of courage if you had been Judy and took something which did not belong to you? Would your parents be very proud of you when you showed that you had this courage?
2. Say to Vance - "Vance, last week you said that Judy did not get punished when she told the truth. Have you ever been punished or ever had to pay for something out of your own allowance after you had told the truth about it? (This question is to get Vance to tell about the time he broke the window and came right in and told the truth about it, and paid for it himself.) How did you feel after you had broken that window? Were you scared? Did it take courage to tell the truth?"
3. Ask Henry, "Would it have been easier for Vance just to say nothing about it and hope that no one would know that it was he who had broken the window?"

Lesson.

1. Today we are going to learn about one of the disciples of Jesus. His name was Peter and he was a grown up man before he learned to have the courage to tell the truth.
2. Have Mr. Jones read Mark 14: 66-72 and Acts 4: 1-20 from the Bible as the boys follow it in their Bibles.
3. Have Henry retell the first story.
4. Ask Ted to retell the second story.
5. Ask Grover, "Supposing that you were Peter and knew that if you told the truth you would be thrown in jail, would you have the courage to tell the truth? Where do you think Peter got this courage?"
6. Present the dramatization, PETER LEARNS COURAGE. (This dramatization was written for Grover to teach him to have the courage to tell the truth. Therefore he is assigned the part of Peter.) The dramatization will be rehearsed today, and given in chapel next Sunday.
7. Discussion after the dramatization.
 - a. Ask Grover why Peter prayed, "Lead me not into temptation". Could we also pray as Peter did when we are tempted to lie?
 - b. Ask Ted, "How do you think Peter felt when he denied Christ? The Bible tells us that he wept. I think that we all feel like crying when we don't have the courage to tell the truth. Peter finally learned a better thing to do than weep - what was it?" (Prayer - "Lead us not into temptation")

(Lesson 5)
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 (Lesson 6)
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PLANNING THE LESSON

th even if it leads to punishment.

| mon in Class itude | Additional Instructional Material to Change Attitude | Additional Project Materials to Change Attitude |
|-----------------------|---|--|
| his trait the most. | 5. Individual stories for each member entitled, "What Would You Do?" | 5 Have them paste their "What Would You Do?" stories in their albums along with their answers. Have them put pictures of them- selves on this page of their albums. |
| on it. | 6 The dramatization, "Peter Learns Courage". | 6 Have them paste an envelope in their albums to keep their copy of the dramatization. |

to get him to point out that each
end on him?"

Do you think that they always told the
truth by learned to tell the truth?"

(we called parents who were doing
board.) As trustees of God do you

ing to be able to trust your parents?
when they can depend on you to tell

That is why "e gave us good parents
no made a mistake about taking money
the story, JUDY MAKES A MISTAKE.)
which did not belong to her? Do you
a story (imaginary) about himself
all the truth about it. (Bonnie's benefi
silently and decide what he would do.
The class will discuss whether he
ch will write his answer after the

following adaptations.)
JUDY MAKES A MISTAKE, did it take
courage if you had been Judy and took
proud of you when you showed that

red when she told the truth. Have
own allowance after you had told the
me he broke the window and came
did you feel after you had broken
th?"

out it and hope that no one would

name was Peter and he was a grown up
the boys follow it in their Bibles.

he truth you would be thrown in
think Peter got this courage?"
was written for Grover to teach him
part of Peter.) The dramatization

d we also pray as Peter did when we
Bible tells us that he wept. I
ge to tell the truth. Peter finally
- "Lead us not into temptation")

Evaluation of Success of Lesson

(Lesson 5)

This lesson seemed very successful. They seemed to get more out of the individual stories than the discussion period before the stories. Henry brought out that Judy confided in her mother which made it easier for her mother to teach her what was the right thing to do. (Evidences of success on the lesson last week which I thought was such a failure?) After the boys had read their individual stories to themselves they said, "Gee, you give us hard problems. I think they all realize the importance of truth, but also know that it takes great courage to tell the truth if they are to be punished. Grace said very disgustedly after the story, JUDY MAKES A MISTAKE, "Gosh, her mother didn't even lick her after she had stolen that money. I'd have been trounced if I had done the same thing." We talked about that, and Grover pointed out that Judy was only a first grader. "Aw, she was just a baby! That's why she didn't get licked."

In reviewing the lessons I used a diagram which showed that God appointed their parents as trustees to teach them; and that one of the things that God wanted their parents to teach them was to tell the truth. Ted said, "God is like the heart, parents are the veins and we, children, are the little blood vessels."

The evidences of success of the individual stories are recorded on the front of the page.

(Lesson 6)

The boys referred quite often to the individual stories which they had read last week. They read them in chapel and quizzed the whole department on them. Think they enjoyed trying to 'teach' this trait to the other children in the department. After we came back to our room from chapel, Ted said, "You know, Mr. Jones, I don't think we all would *really* and *truly* have the courage to tell the truth. We say we would, but I'll bet you we wouldn't really." This led right into this lesson on the courage it takes to tell the truth, so we went on from there.

The boys could not have dramatized the stories directly from the Bible. They could not even retell the stories after James read them from the Bible. I retold them in drama form before I gave them the dramatization. They listened very attentively and when I gave each boy a script and assigned the parts, they did it very well.

REPORT OF SUCCESS OF YOUR PLANS

During the week, write below reports of how the plans (on the other half of this page) worked out. Describe wherein they succeeded and why you think they did. State also wherein they failed and why you think they did. How would you do it differently if you were to do it again?

SHEET FOR FINAL EVALUATION

APPENDIX F. PARENTS' REPORT OF HOME WORK

PARENTS' REPORT OF HOME WORK

Laboratory of Psychology
Schenectady, New York

Name of Child..... Department.....

Teacher..... Lesson No.....

Age..... School..... Date.....
 grade.....

Attitude emphasis for the week.....

(Please fill in all above blanks completely.)

Adaptation to your child. To be effective, each attitude must be adapted to the personality of the child to whom it is to be taught. When you think of this attitude in relation to your child, what will be your specific objective for the week's work with him?

NOW TURN TO THE OTHER SIDE OF SHEET

EVALUATION OF THE SUCCESS OF THE LESSON

Each of these lessons is revised each time it is used. By far, the most important basis for this revision is the evidence gotten from *Parents' and Teacher's Reports*. Please indicate below your evaluation of this lesson. BE SURE TO DESCRIBE THE EVIDENCE IN TERMS OF THE CHILD'S BEHAVIOR OR THINKING ON WHICH YOU BASE THIS EVALUATION. We note especially those reports in which there is unquestioned evidence that the child has made progress in mastering the attitude, and those reports in which there is definite evidence that the lesson has defeated its own purposes and produced negative results in the child.

CHECK YOUR EVALUATION OF THIS LESSON

Very Effective..... Effective..... Mediocre..... Poor..... Very Poor.....

If you have additional evidence concerning the effectiveness of a previous lesson, use another form or a separate sheet of paper. Indicate which lesson and attitude it concerns.

Signed.....

PLANNING THE WEEK

Below write out your plans for teaching the lesson at home this week. Plan carefully, so that you include tasks for every day in the week. Keep in mind that if character education is to take place, there will have to be exposure, repetition, conviction, and application - perhaps not in that order, but they will all have to be there.

REPORT OF SUCCESS OF YOUR PLANS

During the week, write below reports of how the plans (on the other half of this page) worked out. Describe wherein they succeeded and why you think they did. State also wherein they failed and why you think they did. How would you do it differently if you were to do it again?

NOW TURN BACK TO FRONT OF SHEET FOR FINAL EVALUATION

APPENDIX G.

PERSONALITY PROFILE

PERSONALITY PROFILE

NAME _____ NO. _____
 DATE OF BIRTH _____ SCHOOL GRADE _____
 AGE IN YEARS _____ DEPARTMENT _____ DATE OF TEST _____
 AGE IN MONTHS _____ ON LAST BIRTHDAY _____ NUMBER OF TIMES TESTED _____
 MONTH DAY YEAR MONTH DAY YEAR

I PHYSICAL DEVELOPMENT

| PHYSICAL GROWTH | | | BODILY COORDINATION | | | APPETITES | | | SENSORY EFFICIENCY | | | | | | | | |
|---|----------------------|-------------------------------------|------------------------|--|------------------------|----------------------------------|---|--|---|-------------------------------|--|--|---------------------------------------|--|---------------------------------------|--|---------------------------------------|
| 100 93 84 70 50 30 16 7 0 | Very tall for age | Very high vital capacity or stamina | Very much over weight | Excellent physical coordination | Very much right handed | Unusually active and vigorous | Unusually strong healthy physical appetites | Unusually high visual acuity | Unusual ability for visual perception | Excellent auditory acuity | Unusually good auditory perception | Not at all sensitive to warmth or cold | Not at all sensitive to pain or touch | Not at all sensitive to warmth or cold | Not at all sensitive to pain or touch | Not at all sensitive to warmth or cold | Not at all sensitive to pain or touch |
| 100 93 84 70 50 30 16 7 0 | Above average height | Good vital capacity | Above average weight | Good physical coordination | Right handed | Above average in activeness | Good normal physical appetites | Fair visual acuity | Normal visual perception | Fair hearing | Normal auditory perception | Not very sensitive to warmth or cold | Not very sensitive to pain or touch | Not very sensitive to warmth or cold | Not very sensitive to pain or touch | Not very sensitive to warmth or cold | Not very sensitive to pain or touch |
| 100 93 84 70 50 30 16 7 0 | Below average height | Somewhat deficient in stamina | Below average weight | Below average in physical coordination | Left handed | Tendency to be somewhat inactive | Tendency for physical appetites to be weak | Deficient in visual acuity | Has some difficulty in visual recognition | Poor hearing | Has difficulties in recognizing sounds | Sensitive to warmth or cold | Sensitive to pain or touch | Sensitive to warmth or cold | Sensitive to pain or touch | Sensitive to warmth or cold | Sensitive to pain or touch |
| 100 93 84 70 50 30 16 7 0 | Very short for age | Complete lack of endurance | Very much under weight | Unusual lack of physical coordination | Very much left handed | Very low degree of motility | Very weak physical appetites | Very deficient in visual acuity or blindness | Very low ability in visual interpretation | Very poor hearing or deafness | Very deficient in interpreting sounds | Very sensitive to warmth or cold | Very sensitive to pain or touch | Very sensitive to warmth or cold | Very sensitive to pain or touch | Very sensitive to warmth or cold | Very sensitive to pain or touch |

II INTELLECTUAL DEVELOPMENT

| USE OF LANGUAGE | | | CAPACITY FOR LEARNING | | | LEARNING ATTITUDES | | | INTELLIGENCE | | | | | |
|---|--------------------------------|---|---------------------------------------|---------------------------|--|--------------------------------|---------------------------------------|--|-----------------------------|-----------------------------------|--------------------------------------|---|---|---|
| 100 93 84 70 50 30 16 7 0 | Very high language ability | Very high reading and spelling ability | Advanced in school more than one year | Excellent rote memory | Unusual ability for solving practical problems | Unusual range of information | Very high mathematics proficiency | Very keen interest in school work | Very efficient study habits | Very strong healthy curiosity | Very high I.Q. on language tests | Very high I.Q. on performance tests | Very high I.Q. on performance tests | Very high I.Q. on performance tests |
| 100 93 84 70 50 30 16 7 0 | Good language ability | Above average in reading and spelling | Advanced in school one year | Good rote memory | Solves practical problems satisfactorily | Good range of information | Mathematics ability satisfactory | Well adjusted to school work | Satisfactory study habits | Curiosity above average | Above average I.Q. on language tests | Above average I.Q. on performance tests | Above average I.Q. on performance tests | Above average I.Q. on performance tests |
| 100 93 84 70 50 30 16 7 0 | Not very good language ability | Has difficulty in reading and spelling | Retarded in school one year | Rate memory below average | Has difficulty with practical problems | Limited range of information | Has some difficulty with mathematics | Rather indifferent or antagonistic to school | Inefficient study habits | Curiosity below average | Below average I.Q. on language tests | Below average I.Q. on performance tests | Below average I.Q. on performance tests | Below average I.Q. on performance tests |
| 100 93 84 70 50 30 16 7 0 | Very poor language ability | Marked deficiency in reading and spelling | Retarded in school more than one year | Very poor rote memory | Has greater difficulty with practical problems | Very poor range of information | Has great difficulty with mathematics | Very badly adjusted to school work | Very bad study habits | Almost complete lack of curiosity | Very low I.Q. on language tests | Very low I.Q. on performance tests | Very low I.Q. on performance tests | Very low I.Q. on performance tests |

III SPECIAL APTITUDES

| IMAGINATION | | ARTISTIC ABILITY | | | MUSICAL ABILITY | | | MECHANICAL ABILITY | | | | | | |
|-------------|--|---|--|--|----------------------------------|----------------------------|-----------------------------|---|---|--------------------------------------|----|----|----|----|
| 100 | Very high degree of constructive imagination | Unusual ability for perception of forms | Unusual ability for discrimination of colors | Very high capacity for appreciation of art | Very keen tonal discrimination | Excellent tonal memory | Very fine sense of rhythm | Unusually high mechanical imagination | Unusually high mechanical performance | Unusually high mechanical analysis | | | | |
| 93 | Good constructive imagination | Good color perception | Good color perception | Above average capacity for appreciation of art | Good tonal discrimination | Good tonal memory | Good sense of rhythm | Good mechanical information | Good mechanical performance | Good mechanical analysis | | | | |
| 84 | Above average imagination | Color weakness | Color weakness | Not very much aptitude for appreciation of art | Little tonal discrimination | Below average tonal memory | Inefficient sense of rhythm | Below average in mechanical information | Below average in mechanical performance | Below average in mechanical analysis | | | | |
| 70 | Somehow uncreative imagination | Marked color blindness | Marked color blindness | Very little or no aptitude for appreciation of art | Very little tonal discrimination | Very poor tonal memory | Very bad sense of rhythm | Very little mechanical information | Very little mechanical performance | Very little mechanical analysis | | | | |
| 50 | Excessive day dreaming | Very poor perception | Very poor perception | | | | | | | | | | | |
| 30 | Strong tendency to abnormal fantasy | | | | | | | | | | | | | |
| 16 | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | | | |
| | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 |

IV CHARACTER AND PERSONALITY TRAITS

| EMOTIONAL MATURITY | | | SOCIAL ADJUSTMENT | | | | | | | | | | | | | |
|--------------------|---|--|--|-------------------------------------|--|---------------------------------------|----|----|----|----|----|----|----|----|----|----|
| 100 | Very high degree of initiative and aggressiveness | Very high degree of emotional maturity | Very high degree of self-confidence | Very high degree of social aptitude | Very high degree of social confidence | Very high degree of social confidence | | | | | | | | | | |
| 93 | Above average social and moral maturity | Emotionally above average | Not often afraid | Above average in social aptitude | Occasionally acts as a leader | Above average in social confidence | | | | | | | | | | |
| 84 | Some initiative and aggressiveness | Emotionally below average | Not often afraid | Below average in social aptitude | Tendency to shyness and self-consciousness | Below average in social confidence | | | | | | | | | | |
| 70 | Tendency to indifference | Emotionally deficient | Has several fears and is somewhat self-conscious | Makes relatively few friends | Somewhat sensitive | Below average in social confidence | | | | | | | | | | |
| 50 | Complete surrender to initiative | Emotionally perverted | Almost no hobbies and interests | Very unpopular | Very sensitive | Total lack of social confidence | | | | | | | | | | |
| 30 | | | | | | | | | | | | | | | | |
| 16 | | | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | | | | | |
| | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 |

APPENDIX H. PERSONALITY RATING SCALE

PERSONALITY RATING SCALE

Name of child

Birthday
(month) (day) (year)

School Grade Number

Name of Rater

Relationship to Child

Length of that Relationship

Date of Rating

READ THE INSTRUCTIONS CAREFULLY!!

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1939

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INSTRUCTIONS

This rating scale is designed to be used in securing tentative estimates for the personality profile now employed in the Union-Westminster Character Research Project. The questions are numbered to conform to the trait numbers on the profile. Where more than one question are related to the same trait, these are designated by the letters a, b, and c, following the trait number.

Following each question is a line with eleven scale units designated: 100, 90, 80, 70, 60, 50, 40, 30, 20, 10, and 0, respectively. These numbers refer to percentiles. In making a rating for the child in any particular trait, a check should be made on the line to indicate your judgment of the position of the child with relation to other children of the same age and sex. Thus if, out of a hundred children of the same age and sex chosen at random, this child in your opinion ranks at the top in this trait, the check should be made at 100. If he exceeds about seventy of them and is below thirty of

them, the check should be made at 70. If he is in about the middle of the group, the check should be placed at 50, and so on.

The best rating for any child in any trait is the correct one. Rating a child too high is quite as unfair to him as to rate him too low. Some parents tend to rate their children too high. Others are afraid they will not be modest unless they rate them low. The only worthwhile rating is the most accurate one you are capable of making.

If, due to the age of the child, or due to lack of adequate information, you are unable to make a rating of a trait, that question should be left blank. Only ratings based on some objective and reliable evidence are of value.

The descriptive statements given below the line are to show the direction of the scale and not to determine points.

I. PHYSICAL DEVELOPMENT

1. How tall is this child in reference to other children of the same age and sex?

| | | | | | | | | | | | | | | | | | | | | |
|-----------|----|----|----|----|----|----|----|----|----|------------|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | | | | | | | | |
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 | | | | | | | | | | |
| Very tall | | | | | | | | | | very short | | | | | | | | | | |

2. How much vital capacity; that is, physical endurance, stamina, and resistance to disease has he (she)?

| | | | | | | | | | | | | | | | | | | | | |
|----------------------|----|----|----|----|----|----|----|----|----|-----------------------|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | | | | | | | | |
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 | | | | | | | | | | |
| Very great endurance | | | | | | | | | | very little endurance | | | | | | | | | | |

3. How well proportioned is his (her) weight to his (her) height?

| | | | | | | | | | | | | | | | | | | | | |
|------------|----|----|----|----|----|----|----|----|----|------------|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | | | | | | | | |
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 | | | | | | | | | | |
| very heavy | | | | | | | | | | very light | | | | | | | | | | |

4. Has he (she) good physical coordination (natural athletic ability, gracefulness, agility) for his (her) age?

| | | | | | | | | | | | | | | | | | | | | |
|-----------------------|----|----|----|----|----|----|----|----|----|------------------------------------|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | | | | | | | | |
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 | | | | | | | | | | |
| Splendid coordination | | | | | | | | | | very awkward and badly coordinated | | | | | | | | | | |

5. Which hand does the child prefer to use in such activities as writing and throwing? In this case the scale goes from extreme right-handedness as 100 to extreme left-handedness as 0.

| | | | | | | | | | | | | | | | | | | | | |
|--|----|----|----|----|----|----|----|----|----|--|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | | | | | | | | |
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 | | | | | | | | | | |
| Very much right-handed, left hand used very little | | | | | | | | | | very much left-handed, right hand used very little | | | | | | | | | | |

6. Is he (she) unusually active in physical behavior, or does he (she) tend to be quiet and inactive?

| | | | | | | | | | | | | | | | | | | | | |
|-------------|----|----|----|----|----|----|----|----|----|------------|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | | | | | | | | |
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 | | | | | | | | | | |
| Very active | | | | | | | | | | very quiet | | | | | | | | | | |

7a. Does the child eat heartily?

| | | | | | | | | | | | | | | | | | | | | |
|-------------------|----|----|----|----|----|----|----|----|----|------------------|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | | | | | | | | |
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 | | | | | | | | | | |
| Enormous appetite | | | | | | | | | | eats very little | | | | | | | | | | |

7b. Does he (she) require more or less than average to drink?

| | | | | | | | | | | | | | | | | | | | | |
|-----------------------|----|----|----|----|----|----|----|----|----|----------------------|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | | | | | | | | |
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 | | | | | | | | | | |
| Requires a great deal | | | | | | | | | | requires very little | | | | | | | | | | |

7c. Does he (she) sleep a great deal? How many hours per day? _____

| | | | | | | | | | | | | | | | | | | | | |
|---------------------|----|----|----|----|----|----|----|----|----|--------------------|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | | | | | | | | |
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 | | | | | | | | | | |
| Sleeps a great deal | | | | | | | | | | sleeps very little | | | | | | | | | | |

7d. Does he (she) eliminate normally and regularly?

| | | | | | | | | | | | | | | | | | | | | |
|-------------------------|----|----|----|----|----|----|----|----|----|--------------------|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | | | | | | | | |
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 | | | | | | | | | | |
| With perfect regularity | | | | | | | | | | always constipated | | | | | | | | | | |

7e. Does he (she) seem to have a normal amount of sex drive?

| | | | | | | | | | | | | | | | | | | | | |
|----------------------|----|----|----|----|----|----|----|----|----|-----------------------|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | | | | | | | | |
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 | | | | | | | | | | |
| Very much over-sexed | | | | | | | | | | very little sex drive | | | | | | | | | | |

8. Does he (she) have good vision, or does he (she) have trouble with his (her) eyes?

| | | | | | | | | | | | | | | | | | | | | |
|----------------|----|----|----|----|----|----|----|----|----|--------------|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | | | | | | | | |
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 | | | | | | | | | | |
| Perfect vision | | | | | | | | | | almost blind | | | | | | | | | | |

17c. How well does he (she) spell? This can be omitted for pre-school children.

| | | | | | | | | | | |
|-----------------------|----|----|----|----|----|----|----|----|----|---|
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 |
| Spells unusually well | | | | | | | | | | |
| Spells very badly | | | | | | | | | | |

18. How well advanced is he (she) in school grade as compared to his (her) age level? This is omitted with pre-school children.

| | | | | | | | | | | |
|------------------------------|----|----|----|----|----|----|----|----|----|---|
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 |
| Two years ahead of age level | | | | | | | | | | |
| normal grade for age | | | | | | | | | | |
| two years retarded for age | | | | | | | | | | |

19. How high does he (she) stand in his (her) school classes? This is omitted with pre-school children.

| | | | | | | | | | | |
|------------------|----|----|----|----|----|----|----|----|----|---|
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 |
| Leads class | | | | | | | | | | |
| at foot of class | | | | | | | | | | |

20. How easily and efficiently does he (she) commit things to memory? How good a memory has he (she)?

| | | | | | | | | | | |
|------------------------|----|----|----|----|----|----|----|----|----|---|
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 |
| Very remarkable memory | | | | | | | | | | |
| very poor memory | | | | | | | | | | |

21. How much aptitude does he (she) show for solving practical problems? In the upper age levels this may be indicated by his (her) success in science courses; in the lower age levels, by facility with the use of tools and mechanical or construction toys.

| | | | | | | | | | | |
|----------------------------|----|----|----|----|----|----|----|----|----|---|
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 |
| Very marked aptitude | | | | | | | | | | |
| little or no such aptitude | | | | | | | | | | |

22. How wide is the range of information which he (she) possesses?

| | | | | | | | | | | |
|--------------------------------|----|----|----|----|----|----|----|----|----|---|
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 |
| Unusual range of information | | | | | | | | | | |
| decided poverty of information | | | | | | | | | | |

23. How much facility does he (she) have with mathematics? In the lower age levels, this is indicated by his (her) natural tendency to comprehend the use of numbers. The ability to recite numbers must not be confused with the ability to count objects.

| | | | | | | | | | | |
|-----------------------------------|----|----|----|----|----|----|----|----|----|---|
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 |
| Unusual number ability | | | | | | | | | | |
| has great difficulty with numbers | | | | | | | | | | |

24. How well can he (she) concentrate on his (her) work? This is as much judged by the accuracy of his (her) work as by the amount of time he (she) can spend on it continuously.

| | | | | | | | | | | |
|--------------------------------|----|----|----|----|----|----|----|----|----|---|
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 |
| Unusual ability to concentrate | | | | | | | | | | |
| very easily distracted | | | | | | | | | | |

25. How well adjusted is he (she) to his (her) school work? This is indicated by the interest and enthusiasm he (she) shows for it, as well as the success he (she) has in it. This is not to be used if the child attends no school at all.

| | | | | | | | | | | |
|--------------------------------|----|----|----|----|----|----|----|----|----|---|
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 |
| Unusual ability to concentrate | | | | | | | | | | |
| dislikes it intensely | | | | | | | | | | |

26. How efficiently does he (she) study? This is not to be judged by the amount of time spent in studying, but in the regularity of study habits, the efficiency with which he (she) does his (her) work, the quality of his (her) notebooks, and the like.

| | | | | | | | | | | |
|------------------------|----|----|----|----|----|----|----|----|----|---|
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 |
| Splendid study habits | | | | | | | | | | |
| very poor study habits | | | | | | | | | | |

27. How much curiosity has he (she)? In the upper age levels this is indicated by his (her) enthusiasm for taking new courses, wide reading, and travel.

| | | | | | | | | | | |
|-----------------------|----|----|----|----|----|----|----|----|----|---|
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 |
| Very strong curiosity | | | | | | | | | | |
| almost no curiosity | | | | | | | | | | |

34. How well does he (she) draw for his (her) age?

| | | | | | | | | | | |
|-----------------------|----|----|----|----|----|----|----|----|----|---|
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 |
| Draws remarkably well | | | | | | | | | | |
| cannot draw at all | | | | | | | | | | |

35. How much capacity has he (she) for the appreciation of art? In young children this is indicated by interest in picture books.

| | | | | | | | | | | |
|------------------------------------|----|----|----|----|----|----|----|----|----|---|
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 |
| Unusual capacity to appreciate art | | | | | | | | | | |
| no appreciation of art at all | | | | | | | | | | |

36. How keen a sense of tonal discrimination has he (she)? This is best indicated by pitch and intensity discrimination.

| | | | | | | | | | | |
|-----------------|----|----|----|----|----|----|----|----|----|---|
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 |
| Very keen sense | | | | | | | | | | |
| almost none | | | | | | | | | | |

37. How much tonal memory has he (she)? This is indicated by his (her) ability to identify tunes or to reproduce them accurately.

| | | | | | | | | | | |
|------------------------|----|----|----|----|----|----|----|----|----|---|
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 |
| Very keen tonal memory | | | | | | | | | | |
| almost none | | | | | | | | | | |

38. How good a sense of rhythm has he (she)? Can he (she) keep time, or dance well?

| | | | | | | | | | | |
|----------------------------|----|----|----|----|----|----|----|----|----|---|
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 |
| Remarkable sense of rhythm | | | | | | | | | | |
| no sense of rhythm at all | | | | | | | | | | |

39. How much success has he (she) had with his (her) efforts at musical performance in singing or playing an instrument?

| | | | | | | | | | | |
|-----------------|----|----|----|----|----|----|----|----|----|---|
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 |
| Unusual success | | | | | | | | | | |
| none at all | | | | | | | | | | |

40. How much mechanical imagination has he (she)? That is, can he (she) plan things he (she) is going to construct, before he (she) builds or even makes drawings of them?

| | | | | | | | | | | |
|------------------------------------|----|----|----|----|----|----|----|----|----|---|
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 |
| Unusual mechanical imagination | | | | | | | | | | |
| very little mechanical imagination | | | | | | | | | | |

28. How much abstract intelligence has he (she)? This is best indicated by his (her) success with the academic subjects in school.

| | | | | | | | | | | |
|---------------------------------|----|----|----|----|----|----|----|----|----|---|
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 |
| Very high abstract intelligence | | | | | | | | | | |
| very much retarded | | | | | | | | | | |

29. How much practical intelligence has he (she)? This is more closely related to what is known as common sense. It is demonstrated by how efficiently he (she) makes the adjustments of his (her) life other than in his (her) school subjects.

| | | | | | | | | | | |
|----------------------------------|----|----|----|----|----|----|----|----|----|---|
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 |
| Very high practical intelligence | | | | | | | | | | |
| almost no practical intelligence | | | | | | | | | | |

III. SPECIAL APTITUDES

30. How normal and healthy is the child's imagination, and how closely related to reality is it?

| | | | | | | | | | | |
|------------------------------------|----|----|----|----|----|----|----|----|----|---|
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 |
| Closely related to reality | | | | | | | | | | |
| excessive daydreaming and abnormal | | | | | | | | | | |

31. How strong is his (her) imagination?

| | | | | | | | | | | |
|-------------------------|----|----|----|----|----|----|----|----|----|---|
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 |
| Very strong imagination | | | | | | | | | | |
| almost no imagination | | | | | | | | | | |

32. How much capacity has he (she) for perception of form? This includes sense of perspective and proportion.

| | | | | | | | | | | |
|------------------------------|----|----|----|----|----|----|----|----|----|---|
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 |
| Splendid sense of proportion | | | | | | | | | | |
| very poor form perception | | | | | | | | | | |

33. How keen is his (her) sense of color?

| | | | | | | | | | | |
|---------------------------|----|----|----|----|----|----|----|----|----|---|
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 |
| Remarkable sense of color | | | | | | | | | | |
| color blind | | | | | | | | | | |

41. How well informed is he (she) in mechanical lines?

| | | | | | | | | | | |
|---|----|----|----|----|----|----|----|----|----|---|
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 |
| Has an unusual fund of mechanical information | | | | | | | | | | |
| has almost no mechanical information | | | | | | | | | | |

42. How efficient is he (she) in actual mechanical performance? Does he (she) handle tools well? Does he (she) have the knack of building things nicely? This is related to finger dexterity.

| | | | | | | | | | | |
|---------------------------------------|----|----|----|----|----|----|----|----|----|---|
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 |
| Unusually high mechanical performance | | | | | | | | | | |
| almost no such ability | | | | | | | | | | |

43. How much ability has he (she) for mechanical analysis? That is, how well does he (she) comprehend mechanical principles?

| | | | | | | | | | | |
|--|----|----|----|----|----|----|----|----|----|---|
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 |
| Unusual mechanical insight | | | | | | | | | | |
| cannot understand mechanical problems at all | | | | | | | | | | |

IV. CHARACTER AND PERSONALITY TRAITS

44. How much initiative and aggressiveness has he (she)? This does not refer to social aggressiveness. It is rather the initiative with which he (she) approaches his (her) academic or vocational problems. Giving up easily when he (she) has difficulty with a school subject would be an illustration of lack of it.

| | | | | | | | | | | |
|---|----|----|----|----|----|----|----|----|----|---|
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 |
| Very high degree of initiative and aggressiveness | | | | | | | | | | |
| almost none, gives up very easily | | | | | | | | | | |

45. How much social and moral maturity has he (she)? This is indicated by how well he (she) conforms to the social and moral requirements of his (her) social group. Refusal to learn to dress himself (herself) when old enough is quite as important in this regard as disregarding property rights when old enough.

| | | | | | | | | | | |
|---|----|----|----|----|----|----|----|----|----|---|
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 |
| Very high sense of moral and social obligations | | | | | | | | | | |
| almost no social and moral maturity | | | | | | | | | | |

46. How emotionally stable is he (she)? This is indicated by how much tendency there is for his (her) emotions to be out of proportion to their causes. He (she) may become

over-enthusiastic, fly into a rage, or become unduly afraid.

| | | | | | | | | | | |
|---------------------------|----|----|----|----|----|----|----|----|----|---|
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 |
| Emotionally very stable | | | | | | | | | | |
| emotionally very unstable | | | | | | | | | | |

47. How many objective fears does he (she) have? This should not refer to social fears which are considered in question 58. Fears of objects or natural phenomena, fear of failure, fear of insecurity, fear of death or insanity are included here. Note the direction of the scale.

| | | | | | | | | | | |
|-----------------|----|----|----|----|----|----|----|----|----|---|
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 |
| No fears at all | | | | | | | | | | |
| very fearful | | | | | | | | | | |

48. How much tendency has he (she) to outbursts of temper?

| | | | | | | | | | | |
|--|----|----|----|----|----|----|----|----|----|---|
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 |
| Unusually good-natured and even-tempered | | | | | | | | | | |
| extremely hot-tempered | | | | | | | | | | |

49. How wide is the variety of his (her) hobbies and play interests and activities?

| | | | | | | | | | | |
|----------------|----|----|----|----|----|----|----|----|----|---|
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 |
| Unusually wide | | | | | | | | | | |
| has very few | | | | | | | | | | |

50. How dependable is he (she) in carrying out the things he (she) starts or agrees to do?

| | | | | | | | | | | |
|-----------------------|----|----|----|----|----|----|----|----|----|---|
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 |
| Very dependable | | | | | | | | | | |
| not at all dependable | | | | | | | | | | |

51. How generally purposive is his (her) activity? In the young child this is indicated by the amount of purely random activity he (she) shows. In the older child it is shown by how long he (she) remains at a task, how often he (she) finishes what he (she) starts, and what interest in vocational choice he (she) shows.

| | | | | | | | | | | |
|------------------------------|----|----|----|----|----|----|----|----|----|---|
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 |
| Very purposive | | | | | | | | | | |
| marked lack of purposiveness | | | | | | | | | | |

52. How many friends has he (she) of the same sex as himself (herself)?

| | | | | | | | | | | |
|-----------------------------------|----|----|----|----|----|----|----|----|----|---|
| 100 | 90 | 80 | 70 | 60 | 50 | 40 | 30 | 20 | 10 | 0 |
| Very popular | | | | | | | | | | |
| no friends at all of the same sex | | | | | | | | | | |

53. How many friends has he (she) of the opposite sex?

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------------|---|---|---|---|---|---|---|---|----|-------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
| Very popular with opposite sex | | | | | | | | | | none at all | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

54. How much social vision has he (she)? This is indicated by his (her) ability to contribute to the success of social gatherings, as well as his (her) interest in social and welfare problems.

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------|---|---|---|---|---|---|---|---|----|-----------------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
| Very marked social vision | | | | | | | | | | socially completely self-centered | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

55. How well does he (she) cooperate with authority?

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
| Shows splendid spirit of cooperation | | | | | | | | | | very negativistic and obstinate | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

56. Is he (she) unusually sensitive, that is, are his (her) feelings hurt easily?

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
| Not at all | | | | | | | | | | very sensitive | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

57. How much capacity has he (she) for leadership? This should relate to the quality of his (her) leadership as well as to the amount of it.

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
| A splendid leader | | | | | | | | | | no leadership ability at all | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

58. How much social self-confidence has he (she)?

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
| Perfectly self-confident | | | | | | | | | | very shy and submissive | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

59. How rational and healthy a philosophy of life has he (she)? This should include his (her) sense of humor, his (her) adaptability, his (her) courage both social and moral, and the wholesomeness of his (her) religion.

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
| Splendid, wholesome attitude toward life | | | | | | | | | | very unwholesome, morbid attitude toward life | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

PERSONALITY RATING SCALE

Name of child.....

Birthday..... (month)..... (day)..... (year)

School Grade..... Number.....

Name of Rater.....

Relationship to Child.....

Length of that Relationship.....

Date of Rating.....

READ THE INSTRUCTIONS CAREFULLY!!

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INSTRUCTIONS

This rating scale is designed to be used in securing tentative estimates for the personality profile now employed in the Union-Westminster Character Research Project. The questions are numbered to conform to the trait numbers on the profile. Where more than one question are related to the same trait, these are designated by the letters a, b, and c, following the trait number.

Following each question is a line with eleven scale units designated: 100, 90, 80, 70, 60, 50, 40, 30, 20, 10, and 0, respectively. These numbers refer to percentiles. In making a rating for the child in any particular trait, a check should be made on the line to indicate your judgment of the position of the child with relation to other children of the same age and sex. Thus if, out of a hundred children of the same age and sex chosen at random, this child in your opinion ranks at the top in this trait, the check should be made at 100. If he exceeds about seventy of them and is below thirty of