THE INFLUENCE OF A SUMMER ROUND UP PROGRAM ON THE
PROGRESS OF FIRST-GRADE CHILDREN

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PROGRESS OF FIRST-GRADE CHILDREN

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CHAPTER I

INTRODUCTION

Purpose of the Study

Educators concur in the opinion that learning is conditioned to a great extent by physical makeup, cultural background, and adjustment problems. Until the past few years the environment and culture of the learner had received insufficient attention. Today more and more emphasis is being placed on that phase of education. Lester Dix says that "whatever else our education does, it must learn how to contribute to emotional comfort and stability of personality in this welter of change and overstimulation." Teachers must be alert to the opportunities for guiding a child to better social and personal adjustment. The purpose of this study is to determine the extent, if any, to which the Summer Round Up Program, as planned and executed by the North Elementary School of Odessa, Texas, helped the first-grade children adjust to school life.

The Scene of the Study

This study was carried out in the Ector County Independent School District, of which the North Elementary School

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1 Lester Dix, A Charter for Progressive Education, p. 37.
is a part. This school district extends throughout the entire county of some nine hundred square miles, necessitating the use of more than thirty buses for transporting the children to school. It is not uncommon for children to ride twenty-five miles to school and twenty-five miles back home, making a total of fifty miles en route each day. The long hours spent on the bus limits the children's activities, experiences, and energies. Particularly is this true during the short days of the winter months when many children board the bus before daylight and do not arrive home in the afternoon until dusk. Both the principal and the first-grade teachers had been aware of the many problems confronting the six-year-olds who rode the bus, and had searched for ways to alleviate the physical strain which naturally hampered normal adjustment.

Source of Data

Data used in this study were obtained from The Metropolitan Readiness Test, The California Mental Maturity Test, Pre-Primary Series, The Metropolitan Achievement Test, Primary Battery, Form S, The California Personality Test, Primary Series, and The Haggerty-Olson-Wickman Behavior Rating Schedules. In addition to the use of the standardized tests, the teacher utilized interviews, observations, and anecdotal records as sources of data. Still other valuable material was obtained from books, bulletins, journals, and current publications.
Limitations of the Study

This investigation involved two first grade groups of twenty-five children each from the North Elementary School. The period of study was limited to some eight months of one school year. The adjustment from home life to formal school life is a problem peculiar to first-grade children; hence the study was limited to the first grade.

Recognition is given the fact that standardized tests, with their many variables, are not entirely reliable, nor is it easy to identify and evaluate objectively the somewhat intangible qualities of personality and behavior. Thus the writer wishes to qualify the results obtained from this study.

Definition of Terms

Summer Round Up Program.—In preparation for the preschool child's enrollment in the first-grade a program of orientation was provided. This program attempted to prepare the child for first-grade work by developing understanding between the school and home, by developing a friendly attitude within the child toward the school and its activities, and by encouraging and promoting a health program for the beginners. A week of visitation was planned, and the parents were invited to come to the school, accompanied by the child, to see the first-grade children working and observe the atmosphere and attitudes of the children and teacher in the
classroom. The teacher, hoping to give the parents an understanding as to the objectives of the program, discussed the child's need for participation in the program and benefits to be derived from doing so. Printed information had been prepared and was given to the mothers.

The visiting child was encouraged to examine the room and, in so far as possible, engage in the room activities. It was hoped that the happy atmosphere of the classroom and the pleasant pupil-teacher relationships would dispel any fears or misgivings that the visiting child might have entertained concerning school.

Control group.--The control group, as used in this study, was the group who had not taken part in the orientation program.

Experimental group.--Those children who had participated in the preparatory program were denoted as the experimental group.

Anecdotal records.--Traxler explains that "an anecdotal record, as the name implies, involves the setting down of an anecdote concerning some aspect of pupil behavior which seems significant to the observer."²

Chronological age (C. A.).--The actual age in months and years is called the chronological age.

Mental age (M. A.).--The degree of maturity in relation to the major factors involved in intellectual capacity is indicated by the mental age.

Intelligence quotient (I. Q.).--The term "intelligence quotient" is used to measure the rate of intellectual development.

Personality.---"Personality is not something separate and apart from ability or achievement but includes them; it refers rather to the manner and effectiveness with which the whole individual meets his personal and social problems, and indirectly the manner in which he impresses his fellows."\(^3\)

Median.---The median designates a point so chosen in a series that half of the items in the series are on one side and half on the other.

CHAPTER II

A REVIEW OF RELATED MATERIALS AND THE METHOD OF PROCEDURE OF THE STUDY

Our concept of education today demands that along with knowledge of the best methods of teaching, we must understand the dynamics of human behavior. Why is one human being withdrawn and another aggressive? Why is a third destructive and why does a fourth lack initiative? Which aspects of behavior characterize children at given age levels and which environmental factors enhance or thwart sound natural development?1

The classroom teacher of today is aware of her responsibility for helping children participate in child society, and to adjust effectively to its processes. She realizes that mental development is only one of the concerns of the school, and that learning difficulties are related to other aspects of child development.

Human relationship and all its implications are an important part of the child’s education. Hopkins says that "... the locus of all our major problems and frustrations is human relationship."2 It is apparent, therefore, that if the teacher is to fulfill her complete responsibility toward the child, she must recognize and understand his problems and aid in their solutions.

1Paul A. Witty and Charles E. Skinner, Mental Hygiene in Modern Education, p. 104.
2L. Thomas Hopkins, Integration, Its Meaning and Application, p. 29.
When, at the usual age of six, the child leaves his home in which he felt close ties of affection to enter school, he encounters a new world with new problems, strange children, vast and different surroundings, and an unfamiliar teacher. He can no longer be the center of attention but must share the teacher with twenty-five or thirty other children. He is, in many respects, "on his own." He must learn to take turns, to work and play with others, and to learn emotional and physical restraint. He must learn that his ideas and desires are no more important than any of the other children. In short, rigorous demands are made of him.

Of paramount importance is the teacher's skill in meeting the situation. She must be ever cognizant of the child as a personality who has habits, attitudes, desires, fears, and frustrations, often in conflict with school life. To help the child become adequate and effectual in his new world the teacher must understand what the child is and what has made him so.

When the child enters school, he has already been taught much, he has already learned much. But probably more important, he has become much. He has become a personality. We err if our only query at school entrance is: What does the child know? We should be more concerned with the answer to the questions: What is the child as a person? What are his attitudes? What are his ideals, his yearnings, and his ambitions? What are his fears, his frustrations? Wherein has he been hesitant and uncertain? Wherein has he been sure and confident?  

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3Witty and Skinner, op. cit., p. 132.
What the child is and believes, what his desires, his status at home, his fears, influenced by his early experiences, his parents and their attitudes are, determine his readiness for school. Naturally the more maturity the child has achieved, the more readiness for school he possesses.

Children do not always maintain balance of growth. One phase of growth may develop rapidly while another phase may develop very slowly. Such an unevenness in the child's growth is indicative of insufficient readiness for school, and requires help from both the home and the teacher. The more balanced a child's development, the more readily he can adjust to school life.

Psychologically, the readiness factor will consider the verbalization of which the child is capable, the breadth of information which he has acquired, and the habits and propensities which he has formed as a result of all he has experienced. These will have resulted from the succession of undertakings in which he has played a part before school entrance, and as these have been rich or meager, the range of desirable acquisitions will be full or scanty. 4

Because both have so much influence on the child, it becomes imperative for the home and school to be mutually aware of and to sympathetically understand the developing personality. This naturally presupposes the assumption of joint responsibility. Inconsistencies between the home and the school place the child between two opposing forces, thereby giving him a feeling of frustration and bewilderment which usually result in unhappy solutions to his problems.

4 Ibid., p. 151.
We know now that when people find themselves in situations they cannot adequately meet and deal with, they respond in one of two ways, by withdrawing from the field—i.e., escape, or by fighting back—aggression. The means of escape are devious and the techniques of aggression are often stupidly ineffective. But in any case, behavior of either sort can be recognized as a consequence of frustration."

Happily the average mother of the six-year-old is eager to cooperate with the teacher in directing her child's adjustment. Many young parents feel the lack of experience in dealing with their children and welcome advice and support from the school. Therefore, teachers can work intensively and achieve much with young, open-minded parents.

Teachers realize that many of the fears possessed by the six-year-old were created by adult thoughtlessness. Unfavorable comments, a word, a frown, or even a gesture made by an adult sometimes makes lasting impressions upon children. Alice Murdock says that "Terror is contagious and can be bred by suggestion. Tenseness or overanxiety may suggest fears to a child who was merely momentarily uncertain." Too frequently a thoughtless parent makes a remark concerning the restrictions or punishment that the child can expect from the teacher when he starts to school, and later the

5 William Clark Trow, "Escape and Mental Health," The University of Michigan School of Education Bulletin, XIX (March, 1949), 81-84.

parent shows genuine surprise that the child is frightened and tense.

A second problem of which some parents are unaware concerns the child's status at home and how that status influences his whole life. Many parents, for one reason or another, reject their children either consciously or unconsciously. Rejection can take the form of nagging and criticism or over solicitousness. A child is quick to sense his parent's rejection and develops a feeling of insecurity. The home must assign the child an important place in the family group. He must be given a feeling of security—of being wanted.

A child's estimation of his own personal worth, his evaluation of his competence, and his sense of personal superiority or inferiority are shaped, often to a critical degree, by the status accorded or refused him by his parents.7

A third problem demanding attention from the home and teacher pertains to individual differences of children. Since physical attributes, mental ability, intellectual development, emotions, and experiences differ in the individual, he should be allowed to set his own pace for learning. "Children are often expected or required to learn things that are

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inappropriate to their abilities, developmental level, adjustment problem, or motivation."³

Frequently parents are bent on having a highly intelligent child and are disappointed when the child shows only mediocre ability. Yet the child, aware of the high standards that he is unable to meet and the disappointment of his parents, becomes tense and unhappy and suffers emotional stress. The teacher, realizing that pressure and tension within the child is not conducive to growth and development, is desirous of creating an atmosphere of ease and relaxation at home as well as at school.

These problems are only a few of the many which must be solved by cooperative work between the school and the teacher. Witty and Skinner think proper adjustment is paramount in the child's education and that the parents can play a large part in that adjustment.

The parents can be helped to understand that almost no human being uses all of his brain cells, and that any child with average ability can be lifted by love, a sense of security, and the learning of skills, to a situation in which he can operate at a high level, have confidence in himself, and gain the confidence of others.⁹

Since the educative process contains so many important variables as social status, adjustment problems, physical health, emotional stability, attitudes toward the school,

³Ibid., p. 456.

experience background, and maturity level, it behooves the school to leave no stone unturned to gain better insight into the lives of its pupils.

The Summer Round Up Program, about which this study centers, was planned with the hope of creating good will and confidence between the home and the school, and laying the foundation for cooperative work and responsibility on the part of both in helping solve the child's adjustment problems. Moreover, the school, realizing that a short program could by no means solve all the adjustment problems of the pre-school child, hoped that the orientation program would prove profitable by interesting the child, gaining his confidence, lessening his doubts and fears, and making him more receptive to school life.

In initiating this project, the principal of the North Elementary School, having a pre-school child of his own and being keenly aware of his child's problems, showed hearty approval and much interest. So, when the Metropolitan Readiness Test and the California Mental Maturity Test, Pre-Primary Series were administered, two groups of twenty-five children each were chosen and paired for the study. One of the groups was composed of bus children who had not participated in the Summer Round Up Program; the other group lived in the city of Odessa and had participated. In other respects the two groups were similar, with no outstanding characteristics.
The two groups were equated on the basis of their intelligence quotients. Each child from the experimental group, the group having participated in the orientation program, was paired with a child from the control group having a corresponding intelligence quotient. Although there was a slight variation in the intelligence quotients of some of the pairs, no pair differed more than three points. Sex was disregarded in pairing the children; however, the experimental group had twelve boys and thirteen girls, while the control group had fourteen boys and eleven girls.

Table 1 shows the chronological age, the mental age, and the intelligence quotient for the children in the two groups as revealed by the results of the California Test of Mental Maturity.

It may be noted from Table 1 that the highest intelligence quotient of 120 in the control group differs only one point with that of the highest intelligence quotient of 119 in the experimental group. The lowest intelligence quotient of the two groups, a score of 90, is identical. The median intelligence quotient for each group is 105.

Although the chronological age of the two groups varies, the median for each group is six years and five months. The difference of six points in the median for the mental age of the two groups is noticeable. The experimental group has seven years as a median while the control group has six years and six months.
### Table 1

The chronological age, mental age, and intelligence quotient of each of the twenty-five pupils of the experimental group and the control group.

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<thead>
<tr>
<th>Pupil</th>
<th>C. A.</th>
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Table 1 further shows that the experimental and the control groups are composed of children with average intelligence. There are eight bright children who have intelligence quotients ranging from 111 to 120 in the experimental group with seven in the control group. There are seven high normal children whose intelligence quotients range from 101 to 110 in both groups. The remaining pupils, ten in the experimental group and eleven in the control group, are classified as low normal with intelligence quotients ranging from 90 to 100.

The teacher began collecting other data on the children by making visits to the home, which proved to be most interesting and enlightening. When distance prevented visitations, observations of the child as well as interviews and conversations were helpful. Notes from the home reflected attitudes and interests of the parents, thereby giving the teacher
better insight into the child's home life. The records of
the school nurse furnished information concerning each
child's height, weight, hearing, sight, and condition of
teeth as well as any serious health problem.

Anecdotal records have varied uses and are invaluable
in helping the teacher understand the child and in directing
him to happy adjustment in life situations. Specific des-
criptions of personality and a continuous record of behavior
of pupils in various circumstances as kept in anecdotal
records contribute to the complete picture of the child.
Anecdotal records similar to the following were kept on
the children of both groups.

A is a little boy of six years and four months. He
weighs forty-six pounds and is forty-eight inches tall. A's
father manages a newspaper, and both parents have a college
education. There is also a four-year-old child in this
family.

September 23: A asked the teacher, "May I erase the
boards today? I can reach higher than the other boys and
girls."

September 26: A kept squirming in his seat. The
teacher asked him what was the matter. A replied, "I am get-
ting the chewing gum out of my seat. I don't know how it
got there. I didn't do it! I didn't do it!" The child
across the aisle spoke up. "He did, too. I saw him." A
pouted.
October 3: A child stumbled over A's feet in the aisle. A had been noted to have his feet in the aisle twice earlier in the day. At the teacher's request to keep his feet under the table A replied, "Yes, but my feet just won't stay under the table. I didn't mean to trip anyone."

October 11: At recess A said to the teacher, "Look! I've lost another tooth. Daddy says I'll have to wear some bought ones if I lose any more. I saw a little boy wearing some bought ones the other day and I didn't like them. They were red and they stuck out in front." He was referring to the colored wax ones sold at the school store.

October 19: A called out from his chair, "Miss S, don't you think I colored my picture nicely? But look at Ann's. Isn't it a mess? My little brother can beat her and he's only four years old."

October 25: Because of disagreeable weather the children stayed in at recess. Many of them ate fruit or cookies. A looked up at the teacher and asked, "Aren't you hungry? If I had something to cut this apple with, I would give you part of it."

October 29: At recess another teacher corrected A for playing outside the schoolyard fence. He was asked the second time before he came into the playground. When asked why he was outside the fence he remarked, "Them ole boys was bothering me. They jumped on me and I sure did sock 'em."
November 2: A asked to dust erasers and clean the boards. He worked hard at his task.

November 3: A again asked to dust the erasers and clean the boards and added, "I am about the best helper you have."

November 9: "Miss S, may I carry a chair to the playground for you to sit on?" asked A. "I bet you get tired of standing out there all the time," he added.

November 15: A came in from recess holding his head. To the teacher's inquiry he replied, "I stuck a form in my head." The teacher asked what he meant, to which he answered, "Don't you know those forms that grow on mesquite trees?" (There are no mesquites growing on the playground.)

November 23: The teacher was inspecting Ann's work. A, sitting across the aisle, remarked, "I would be ashamed of that paper. You don't even try. You just went every way."

December 2: Judy was talking when A interrupted her. The teacher told A that he should not interrupt when someone was talking. A answered, "Well, Judy's going to talk all day."

December 7: Walking inside the building beside the teacher, A said, "Did we have fun this recess? We played football--the Bronchos against the Tigers." The teacher asked who won, to which A replied, "The Bronchos, of course. And I'm the best player on the team."

December 16: A asked the teacher, "Did you know that I can add nine and one?" He added, "Nine and one is eight."
One of the children laughed. A turned to him and yelled, "Shut up!"

January 5: Helen was having a little difficulty with her numbers and the teacher was helping her. A called out, "Isn't Helen dumb? She should listen in class, then she could do her numbers." The teacher told A he should not say such things. A answered, "Well, that's what my mother says. If you don't learn in school you are dumb."

A came to the teacher's desk and in an undertone said, "Who is the new boy?" The teacher explained that the new boy, Lester, started to school the day before while A was absent.

January 20: A is absent.

January 25: During art class A asked to be permitted to work overtime in order that he might finish his picture. He asked to carry his picture home so his mother could frame it for him.

January 28: Sam came to the teacher's desk while A was standing near. He displayed a story that he had written and illustrated. A, looking at Sam's paper, said to the teacher, "What do you think about his work? I believe it gets worse every day."

February 1: A asked, "Are we going to sing today? I like to sing. Mother says I am a good singer. Did you know my Daddy sings in the church choir? He has a nice voice, too."
February 11: A had carried his art work to the teacher's desk. When Bill came to the desk too, A said, "Here comes that Bill! He just wants to snoop. I am not going to let him see this picture."

February 24: A asked to clean the boards and erasers. He was allowed to do so and did a very nice job.

March 8: At recess A walked over to the teacher and said, "Wouldn't this be a good day to fly a kite? Daddy won't let me have one though, for he says there are too many wires." The teacher asked why it was a good day for flying kites. A replied, "Because it takes wind to fly a kite. Miss S, don't you know how to fly a kite?"

March 10: A entered the door one morning and called out, "Miss S, guess what! My grandmother is coming, and will I have fun! She lets me do anything I want to do."

March 15: A is absent.

March 16: A explained that he was absent yesterday because he went to meet his grandmother.

March 25: A brought boxing gloves to school. He said his grandmother had brought them to him. His mother didn't want him to bring them to school, but his grandmother said he could.

The Haggerty-Olson-Wickman Behavior Rating Schedules were administered to the children in October and April. This test, though not entirely reliable due to the possibility
of bias entering into the rating, was used in studying each child's behavior picture. These tests were examined and compared for frequency of patterns and improvement in behavior.

In the eighth month of school the Metropolitan Achievement Test, Form S was given. This test revealed the academic achievement made by the children during the school year.

Finally, the California Test of Personality—Primary Series was administered to both groups at the beginning and close of the study. Personality traits were observed and recorded and a comparison of the two tests were made at the end of the year.
CHAPTER III

THE INFLUENCE OF THE SUMMER ROUND UP PROGRAM
ON ADJUSTMENT OF THE FIRST GRADE CHILD

The Influence of the Summer Round Up Program
on Achieving Readiness

Education, once thought of as merely mental training, now includes social, mental, physical, and emotional development. Each of these factors are so closely interwoven that the development of one, to any satisfactory degree, is dependent upon the other three. The success of formal instruction is conditioned by social, physical, and emotional development. Wheeler and Perkins said that

Willingness to learn, interest in school work, initiative, cooperativeness, and many other attitudes, expressed by the pupil, must be guaranteed before instruction can be effective.¹

So it is the teacher's concern to aid in the child's development of these factors to the extent of the child's potentialities.

Children do not meet with success in a learning situation unless they possess readiness for acquiring that learning.

¹Raymond Holder Wheeler and Francis Theodore Perkins, Principles of Mental Development, p. 2.
"Readiness for learning presupposes a recognition of what is to be gained by the functioning of that skill and a wish to partake of the benefits."  

Since much importance is attached to the state of readiness before formal instruction is begun, the first grade teacher strives to assure each child a readiness for learning. Participation in games, conversation, story telling, excursions, observations, creative work and social experiences were provided by the teacher. The general routine of the school provided new and varied experiences for the children. Picture books and story books, available for the child's use, encouraged thinking and self-expression. An atmosphere of ease and relaxation was regarded most important to the children's development.

With the best possible atmosphere and planning on the part of the teacher, not all children achieve a readiness for learning during the average preparatory program. Chronological age, mental age and many other factors enter in to affect individual progress in the readiness period. Some children are ready for formal learning when they enter the first grade. Others quickly make adjustments in school and soon acquire readiness. Then there are still others who are very slow in

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making adjustments and require a longer readiness or preparatory program.

The Metropolitan Readiness Test was given to both groups to ascertain their degree of readiness for factual learning. The test has six divisions which deal with similarities, copying, vocabulary, sentences, numbers, and information. The various divisions are assigned certain possible scores, with a total possible score of 124. According to the Manual of Directions for the Metropolitan Readiness Test a pupil must score 60 or above on the entire test to indicate sufficient readiness. Since a score of 60 is 48 per cent of the entire possible score of 124, the score indicating readiness for each division was computed on the same basis, that of 48 per cent of the possible score for each division.

Table 2 reveals the number of pupils from both groups possessing or lacking sufficient readiness in each division of the test as well as for the entire test. It can be seen that the experimental group shows more readiness in similarities, vocabulary, sentences, and information than in copying and numbers; whereas the control group shows more readiness in sentences and numbers. It can be further seen that nineteen pupils from the experimental as compared with seventeen from the control group have total scores showing sufficient readiness. There remain six, or 24 per cent, from the experimental and eight, or 32 per cent, from the control group that indicate insufficient readiness.
Table 2

DISTRIBUTION OF PUPILS IN THE TWO GROUPS ON THE BASIS OF READINESS AS DETERMINED BY THE METROPOLITAN READINESS TEST

<table>
<thead>
<tr>
<th>Divisions of the Test</th>
<th>Pupils Showing Readiness</th>
<th>Pupils Showing Lack of Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Experimental Group</td>
<td>Control Group</td>
</tr>
<tr>
<td>Similarities</td>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td>Copying</td>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td>Sentences</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>Numbers</td>
<td>17</td>
<td>19</td>
</tr>
<tr>
<td>Information</td>
<td>21</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>17</td>
</tr>
</tbody>
</table>

The Influence of the Summer Round Up Program on Behavior Problems

"Fundamental causes of behavior often remain deeply imbedded in the innermost self of the child, undisclosed except through expert and deft investigation." The teacher employed all types of techniques to discover and measure the child's assets, liabilities, and potentialities. In conjunction with the anecdotal records, as mentioned, standardized tests which

were designed to help teachers better understand child behavior were given to both groups of pupils.

The Haggerty- Olson-Wickman Behavior Rating Schedules were administered in October and April. By analyzing the results the teacher learned the individual behavior problems and the degree of seriousness of the problem. The results for the two groups were compared and the individual progress as well as group progress was evaluated.

Table 10, in the Appendix, shows the behavior problems as listed by Schedule A of the test and the manner in which the pupils were scored. The frequency of occurrence of each problem was given a numerical rating which, when totaled, determined the pupil's score. The more frequently a behavior problem occurred, the higher the pupil's score. Thus it can be seen that the low score, indicative of fewer and less serious problems, is desirable.

Of the fifteen items listed in the test, the first five have a rating of 0, 4, 6, and 7, respectively, according to the frequency of occurrences. The sixth through the ninth items have ratings of 0, 8, 12, and 14, respectively; the last five items, with ratings of 0, 12, 18, and 21, respectively are more serious behavior offenses. A pupil showing lack of interest only once or twice received a score of 4. Had his lack of interest occurred three or four times the score would have been 6; however, five or more occurrences would have
given a pupil a score of 7. When the frequency of occurrences
had been marked, the scores were carried over to the last
column and totaled.

Table 3 shows the total scores made in October and April
by the experimental and control groups on the Haggerty-Olson-
Wickman Behavior Rating Scale, Schedule A. The experimental
group shows no offense in October in Items 11 through 15.
These items deal with imaginative lying, sex offenses, stealing,
truancy, obscene notes, talks and pictures. Most frequent offenses occur in Items 2 and 6 which deal with cheating and marked overactivity. It is interesting to note that the control group also shows most offenses for October in cheating and marked overactivity. Items 11, 12, 13, which deal with imaginative lying, sex offenses, and stealing, and wherein the experimental group revealed no offenses in October, show scores of 48, 36, and 18, respectively, for the control group. The total occurrences for the experimental group in October were 615, a margin of 103 over those of the control group. This means that the control group had 103 less offenses in October than did the experimental group.

In April both the experimental and control groups showed
most offenses in marked overactivity, with the experimental
group displaying the behavior problem thirty-six more times.
Also in April the experimental group revealed a truancy prob-
lem not shown in October. This occurrence of truancy resulted
### TABLE 3

The total scores for October and April of the experimental and control groups as revealed by the Haggerty-olson-Wickman behavior rating scale, schedule A

<table>
<thead>
<tr>
<th>Behavior Problems</th>
<th>Experimental Group</th>
<th></th>
<th></th>
<th>Control Group</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>October</td>
<td>April</td>
<td>Gain</td>
<td>October</td>
<td>April</td>
<td>Gain</td>
</tr>
<tr>
<td>1. Disinterest</td>
<td>59</td>
<td>28</td>
<td>31</td>
<td>42</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td>2. Cheating</td>
<td>113</td>
<td>45</td>
<td>68</td>
<td>97</td>
<td>38</td>
<td>59</td>
</tr>
<tr>
<td>3. Unnecessary Tardiness</td>
<td>96</td>
<td>17</td>
<td>79</td>
<td>10</td>
<td>22</td>
<td>12</td>
</tr>
<tr>
<td>4. Lying</td>
<td>27</td>
<td>6</td>
<td>21</td>
<td>21</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>5. Defiance to Discipline</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6. Marked Overactivity</td>
<td>210</td>
<td>106</td>
<td>104</td>
<td>164</td>
<td>70</td>
<td>74</td>
</tr>
<tr>
<td>7. Unpopular with Children</td>
<td>36</td>
<td>12</td>
<td>24</td>
<td>48</td>
<td>20</td>
<td>28</td>
</tr>
<tr>
<td>8. Temper Outbursts</td>
<td>32</td>
<td>12</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9. Bullying</td>
<td>12</td>
<td>8</td>
<td>4</td>
<td>8</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>10. Speech Difficulties</td>
<td>26</td>
<td>8</td>
<td>18</td>
<td>20</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>11. Imaginative Lying</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>48</td>
<td>12</td>
<td>36</td>
</tr>
<tr>
<td>12. Sex Offenses</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>36</td>
<td>36</td>
<td>0</td>
</tr>
<tr>
<td>13. Stealing</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>18</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>14. Truancy</td>
<td>0</td>
<td>18</td>
<td>-18</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>15. Obscene Notes, Talks and Pictures</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>615</strong></td>
<td><strong>260</strong></td>
<td><strong>355</strong></td>
<td><strong>512</strong></td>
<td><strong>254</strong></td>
<td><strong>258</strong></td>
</tr>
</tbody>
</table>
in an eighteen point loss rather than gain for the experimental group. In this particular case the pupil with two younger sisters had come from a broken home to live with his paternal grandmother. The grandmother accepted the children and promised much help for them. She attacked her new problem with enthusiasm, and the first grade child seemed happy in his new home and at school. Later, however, the grandmother began to show strain under the responsibility of the three children. The father's promise to help with the children at home as well as financially, did not materialize, and the grandmother became weary of the children and disinterested in the first grade child's school attendance. The child, sensing his grandmother's increasing indifference and weariness, in turn lost interest in school, and showed an ever increasing number of negative behavior traits.

Item 3, that of unnecessary tardiness, also indicates a loss of twelve rather than a gain for the control group. This loss was due in part to the fact that the children of the control group rode the bus to school and had become very tired of early rising by the spring months. They would sleep as late as possible and often not allow enough time to catch the bus; hence, they had to be brought in by their parents.

Table 3 further shows that the total scores in April for the experimental group were 260, a gain of 355 points over the total scores in October. The control group shows
total scores in April of 25½, a gain of 258 points over the October scores. The experimental group’s total gain exceeds that of the control group by 97, showing the experimental group to have made more progress in behavior problems than the control group.

The Influence of the Summer Round Up Program on Intellectual, Physical, Social and Emotional Traits

In the second part of the Haggerty-Olson-Wickman Behavior Rating Scale thirty-five traits are listed with descriptive phrases about each trait, enabling the rater to make quantitative judgment. The score is obtained by determining to what degree a specific trait is possessed and by using the score assigned to that degree on the rating scale. A high score is indicative of undesirable deviations from typical behavior of children, while a low score indicates positive behavior traits.

The April test, to indicate desirable progress, would have smaller scores than shown in October. Thus the amount that the October score diminished, as shown by the April test, represents the gain made during the study.

In Schedule B the thirty-five traits were grouped under four main subheads of intellectual, physical, social, and emotional traits. Grouped in this manner, the test shows the weaknesses and strengths of the pupils in their behavior adjustment, enabling the teacher to give help where it is most needed.
Tables 4 through 7 show the distribution of scores in the four traits as shown by the October and April tests. Table 4 gives the intellectual traits. Keeping in mind that high numerical scores are less desirable, it can be seen from Table 4 that for the October test seventeen scores, or 68 per cent of the experimental group, falls into the 25-29 interval, and six scores, or 24 per cent, fall into the 20-24 interval. Thus 92 per cent of the entire group show rather low scores which range from 20-29.

The control group shows seven scores that fall in the lowest interval of 30-35, which means that seven pupils made less desirable scores than the least desirable scores in the experimental group. Seventy-two per cent, or eighteen pupils of the control group, show scores ranging from 20-29 which, although not desirable ratings, are the most acceptable ones made in the October test by the control group.

Table 4 shows considerable improvement by both groups in the April test. The experimental group has the best score which falls in the second lowest interval of 5-9, and also the poorest score which falls in the 20-24 interval. It may be further noted that the bulk, or ninety-two per cent, of the experimental group and the entire control group have scores that fall into the two middle low intervals of 10-14 and 15-19. However, the experimental group exceeds the control group by three pupils in the scores that fall into the
TABLE 4

DISTRIBUTION OF TOTAL SCORES OF THE EXPERIMENTAL AND CONTROL GROUPS IN INTELLECTUAL TRAITS AS SHOWN BY THE OCTOBER AND APRIL TESTS OF THE HAGGERTY-OLSON-WICKMAN BEHAVIOR RATING SCALE, SCHEDULE B

<table>
<thead>
<tr>
<th>Intervals</th>
<th>Experimental Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>October</td>
<td>April</td>
</tr>
<tr>
<td>30-35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25-29</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>20-24</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>15-19</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>10-14</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>5-9</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>0-4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The 10-14 interval. These facts may be interpreted to mean that the experimental group shows only a slight margin over the control group in intellectual traits and progress in developing those traits.

Table 5 shows the distribution of total scores in physical traits made by both groups as revealed by the October and April tests of Schedule B. Both groups show one pupil falling in the highest interval, which indicates dangerously low physical traits. The experimental group shows twelve pupils, or forty-eight per cent, scoring in the next highest interval of 30-34, while the control group has sixty-four per cent, or sixteen pupils, falling in the same interval.
TABLE 5

DISTRIBUTION OF TOTAL SCORES OF THE EXPERIMENTAL AND CONTROL GROUPS IN PHYSICAL TRAITS AS SHOWN BY THE OCTOBER AND APRIL TESTS OF THE HAGGERTY-OLSON-WICKMAN BEHAVIOR RATING SCALE, SCHEDULE B

<table>
<thead>
<tr>
<th>Intervals</th>
<th>Experimental Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>35-40</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>30-34</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>25-29</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>20-24</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>15-19</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>10-14</td>
<td>6</td>
<td>5</td>
</tr>
</tbody>
</table>

The most desirable scores made in the October tests fall in the intervals of 20-24 and 25-29. The experimental group shows twelve, or forty-eight per cent, in those two intervals as compared with eight, or thirty-two per cent, from the control group.

Table 5 further shows that in the April test the scores for both groups are much more desirable and indicate substantial progress. Fifteen scores, or sixty per cent, of the experimental group and eighteen scores, or seventy-two per cent, of the control group fall in the 15-19 interval, an interval lower than the lowest scores made in the October
test. This means that the majority of pupils in both groups show better scores in April than the highest scores made in October. There is no perceptible difference in the progress of the two groups in physical traits.

Table 6 shows the distribution of total scores of the experimental and control groups in social traits as listed in Schedule B of the Haggerty-Olsen-Wickman Behavior Rating Scale. The greatest number of scores for the experimental group in October fall in the middle interval of 26-30, whereas the greatest number of the control group fall into a higher interval of 36-40. The most desirable score from the experimental group falls into the 16-20 interval, while the most desirable score from the control group falls into the next highest interval of 21-25. The scores of both groups range in the middle intervals.

The April test shows much improvement made by both groups. The experimental group shows two scores in the second lowest interval of 6-10, which denotes very desirable socialization. The next higher interval of 11-15 shows nine from the experimental group and five from the control group. The largest number of scores, thirteen, or 52 per cent, from the experimental group and twelve, or 48 per cent, from the control group fall in the 16-20 interval. These facts may be interpreted to mean that although both groups show much progress in social traits, the experimental group reveals a clear margin over the control group.
### Table 6

**Distribution of Total Scores of the Experimental and Control Groups in Social Traits as Revealed by the October and April Tests of the Haggerty-Olson-Wickman Behavior Rating Scale, Schedule B**

<table>
<thead>
<tr>
<th>Intervals</th>
<th>Experimental Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>October</td>
<td>April</td>
</tr>
<tr>
<td>46-50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>41-45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36-40</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>31-35</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>26-30</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>21-25</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>16-20</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>11-15</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>6-10</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>1-5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 7 shows the distribution of total scores of the experimental and control groups in emotional traits as revealed by the October and April tests. In October the scores for both groups fall in the intervals from 21-25 to 41-45, inclusively, with the exception of one score which falls into the interval of 16-20. This means that one pupil from the experimental group displayed more desirable emotional
TABLE 7
DISTRIBUTION OF TOTAL SCORES OF THE EXPERIMENTAL AND CONTROL GROUPS IN EMOTIONAL TRAITS AS REVEALED BY THE OCTOBER AND APRIL TESTS OF THE HAGGERTY-OLSON-WICKMAN BEHAVIOR RATING SCALE SCHEDULE B

<table>
<thead>
<tr>
<th>Intervals</th>
<th>Experimental Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>October</td>
<td>April</td>
</tr>
<tr>
<td>51-55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>46-50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>41-45</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>36-40</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>31-35</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>26-30</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>21-25</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>16-20</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>11-15</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>6-10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

traits than the remainder of that group and of the entire control group.

Table 7 shows that by April both groups had made much advancement in developing positive emotional traits; however, the experimental group shows more scores in the 11-15 interval and more in the 16-20 interval than the control group. This indicates that the experimental group developed more positive emotional traits than did the control group.
An analysis of the facts derived from a comparison of behavior traits in both groups as shown by Tables 4 through 7 reveals the experimental group to have equaled or exceeded the control group in developing wholesome behavior patterns. The greatest difference in the progress made by the two groups is in social and intellectual traits.

The Influence of the Summer Round Up Program on Personality Development

The modern school is a social laboratory in which the teacher is alert to the needs of her pupils and vitally concerned about their problems. Torgerson says that the school and teacher play an important role in developing personality.

She studies her pupils in order to understand them better, so that she may help them more. The dynamic role played by the school and teacher in pupil adjustment and personality development is clearly recognized.4

Ability, achievement, the manner in which an individual meets his problems, the manner in which he impresses those around him the way in which the individual feels and thinks—all these are a part of personality and must be taken into account by the teacher when considering adjustment problems.

The teacher's aim in the classroom is to provide an environment conducive to effective learning and wholesome

adjustment. An atmosphere of ease and relaxation and a genuine sympathy with the child and his problems help him to accept the group and to become accepted by it.

The California Test of Personality, which was administered to both groups in October and April, contains two parts, both of which deal with feelings of security. Division I is concerned with self-adjustment based on personal security and contains six components: self-reliance, sense of personal worth, sense of personal freedom, a feeling of belonging, freedom from withdrawing tendencies, and freedom from nervous symptoms. Self-reliance is indicated when a pupil can do things independently of others, can depend upon himself in varied situations, and can direct his own activities. A sense of personal worth is necessary to desirable self-adjustment. To possess a sense of personal worth a child must feel capable, reasonably attractive, and well regarded by others. He must have faith in his future success and believe that others have the same faith. A sense of personal freedom is enjoyed when a pupil is allowed a reasonable part in the determination of his own conduct and the general policies which govern his life. To possess a feeling of "belonging" a pupil must be assured of love and respect by his family. He must feel a cordial relationship with people in general. The child who does not have proper family status, who feels unwanted and senses unworthiness, very readily develops withdrawing tendencies; he tends to live in
a fantasy world wherein he substitutes imaginary satisfac-
tions for the success he can not attain in real life. When
a child meets repeated failures in his effort to secure
recognition and desired responses from his family and others,
he becomes frustrated and develops physical nervous symptoms
such as loss of appetite, eye strain, chronic weariness, head-
aches, and nail biting. At times his physical expressions
denote emotional conflicts.

Division II deals with social adjustment and is based
on feelings of social security. Social standards, social
skills, freedom from anti-social tendencies, family relations,
school relations, and community relations make up the various
components of social adjustment. A pupil possessing desir-
able social standards recognizes the rights of others and
appreciates the needs of the group. He understands the
reason for subordinating certain desires to the needs of the
group. Social skills require that a pupil show interest in
the problems and activities of his associates, often necessi-
tating the subordination of his own interests. Social skills
demand an effective and diplomatic manner in dealing with both
friends and strangers. Good family relations are possessed
by the pupil who is loved and well treated at home and has a
sense of security and self respect for himself and his family.
Good family relations carry over into the school. A wholesome
attitude toward family members and family life is necessary
to good family relations. Acceptance of the teacher, the children, and the child's part in the life of the institution is due to the child's feeling of well-being and self-respect accorded him at home. The child with good family relations very readily enlarges his scope of attitudes to include the school and the community.  

Table 8 shows the scores for both groups in the October test to be rather low. The bulk of the scores fall in the 15-19 interval with a small number from each group having scores in the next higher and the next lower interval. The April test shows considerable gain in self adjustment, with the control group showing a minute lead. The lowest April scores made on self-adjustment fall in the 25-29 interval, which is higher than the highest scores made in October.

Table 8 further shows that despite similar low scores in social adjustment by both groups, a substantial gain was shown in April. Again the lowest scores in April are higher than the highest scores in October. It is interesting to note one unusually high score in social adjustment in the interval of 45-48 from the experimental group, whereas the control group has a similar high score in self-adjustment.

These facts derived from Table 8 may be interpreted to mean that although the October scores in self and social

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5 Thorp, Clark, and Tiesg, Manual of Directions, California Test of Personality, p. 3.
### TABLE 8

**DISTRIBUTION OF SCORES IN SELF AND SOCIAL ADJUSTMENT IN OCTOBER AND APRIL FOR THE EXPERIMENTAL AND CONTROL GROUPS AS REVEALED BY THE CALIFORNIA PERSONALITY TEST**

<table>
<thead>
<tr>
<th>Intervals</th>
<th>Self</th>
<th>Social</th>
<th>Self</th>
<th>Social</th>
<th>Self</th>
<th>Social</th>
<th>Self</th>
<th>Social</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-14</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
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<tr>
<td>15-19</td>
<td>14</td>
<td>11</td>
<td></td>
<td></td>
<td>16</td>
<td>15</td>
<td></td>
<td></td>
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<tr>
<td>20-24</td>
<td>7</td>
<td>9</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>25-29</td>
<td>8</td>
<td>5</td>
<td>7</td>
<td>8</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>30-34</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35-39</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>8</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>40-44</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>2</td>
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</tr>
<tr>
<td>45-48</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

adjustment are very low, substantial gain was shown by both groups in April. The difference in gain made by the two groups is negligible.

**The Influence of the Summer Round Up Program on Academic Achievement**

Because factual learning is so dependent upon appropriate adjustment, the measurement of academic achievement of the two groups involved in this study seems vital. Table 9 shows the
results of the Metropolitan Achievement Test which was administered to both groups in late April. This test purported to measure achievement in word pictures, word recognition, word meaning, and numbers, and was used to ascertain the grade placement of the child in academic achievement. The results of the test are given in terms of grade equivalent, which means the grade level the child's work indicates that he is capable of doing. The first interval may be interpreted to mean first grade, no months and first grade, five months; it is written in this manner: 1-0 to 1-5. The other intervals are given a similar interpretation in terms of school years and months.

It may be seen from Table 9 that two children of the experimental group as compared with three from the control group reveal a grade equivalent ranging from 1-0 to 1-5, the lowest interval, which indicates very little achievement in word pictures.

In the second interval there are six from the experimental group as compared with nine from the control group. Although these children show more achievement than those in the first interval, their achievement is merely average. In the middle grade interval of 2-0 to 2-5 are to be found six from each group. However there are nine from the experimental as compared with six from the control group whose scores fall in the 2-6 to 3-0 interval. Of the three scores in the highest interval, two pupils are from the experimental group while one
TABLE 9

DISTRIBUTION OF SCORES SHOWING ACADEMIC ACHIEVEMENT OF THE EXPERIMENTAL AND CONTROL GROUPS AS REVEALED BY THE METROPOLITAN ACHIEVEMENT TEST

<table>
<thead>
<tr>
<th>Grade Equivalent Intervals</th>
<th>Word Picture</th>
<th>Word Recognition</th>
<th>Word Meaning</th>
<th>Numbers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-0 to 1-5</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>1-6 to 1-9</td>
<td>6</td>
<td>9</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>2-0 to 2-5</td>
<td>6</td>
<td>6</td>
<td>13</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>2-6 to 2-9</td>
<td>9</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>3-1 to 3-5</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Median</td>
<td>53</td>
<td>50</td>
<td>52</td>
<td>52</td>
<td>57</td>
</tr>
</tbody>
</table>

is from the control group. Thus it may be seen from Table 9 that the experimental group excels the control group in word pictures in every grade equivalent interval except the lowest.

Table 9 further shows that in word recognition the experimental group has only two pupils as compared with three from the control group whose scores fall in the low interval of 1-0 to 1-5, and three as compared with four ranging from 1-6 to 1-9. In all other intervals the experimental group shows more achievement in word recognition than does the control group. It may be further noted that the majority of scores from both groups fall in the 2-0 to 2-5 interval.
In word meaning the experimental group shows seven pupils in the two lowest intervals as compared with nine from the control group, while in the three highest grade ranges the experimental group shows nineteen, or seventy-six per cent, as compared with sixteen, or sixty-four per cent, from the control group.

Table 9 also shows that the experimental group has five pupils scoring in the lowest interval in numbers as compared with eight from the control group. Likewise, the experimental group has sixteen pupils in the three highest intervals as compared with fifteen from the control group. Again, the experimental group achieved more in numbers than did the control group.

Table 9 further shows that neither group has total scores in the lowest grade range. The experimental group has five total scores in the grade level indicating 1-6 to 1-9, whereas the control group has nine pupils on the same grade level. Eighty per cent from the experimental as compared with sixty-four per cent from the control group show total achievement of 2-0 or above. One pupil from the control group achieved a third grade level on his total score.

The median or middle score for both groups is shown for each section of the test as well as for the total test. The median score of 57 in word meaning made by the experimental group exceeds the control group's highest median of 55 in
numbers. The lowest median score of 50 was made by the control group in word pictures. Taking the test as a whole, the experimental group shows slightly more academic achievement during the year than does the control group.
CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study undertook to determine the influence of a Summer Round Up Program on the adjustment of first-grade children to school life. The results of the tests, which attempted to measure readiness, behavior, personality, and achievement were shown in Chapter III and comparisons were made of the two groups of children. A careful analysis of the findings shows that, although both groups made commendable progress, the experimental group equaled or excelled the control group in achieving adequate, wholesome adjustment to school life. Many factors enter in to affect the results of the tests, but since both groups would be influenced by such variables, it seems reasonable to conclude that the Summer Round Up Program, in which the experimental group participated, had a direct influence on the gain in progress of the experimental group over the control group.

Conclusions

Notwithstanding the limitations of the study, an examination of the findings leads the writer to make the following conclusions:
1. The transition from home life to school life creates many adjustment problems for the child entering school for the first time.

2. The Summer Round Up Program served to bring to the attention of the school and parents the immensity and importance of the first-grade child's problem in bridging the gap between home and school life.

3. Since effective learning is dependent upon wholesome development, it is the school's responsibility to help the first-grade child solve his peculiar problems of adjustment.

4. A good home-school relationship, wherein the parents and teachers sympathetically understand the child's problems, is essential to the child's wholesome adjustment.

5. Since young children acquire, from one source or another, false fears of school life, there exists a definite need for opportunity, such as the orientation program provides, to remove erroneous ideas and poor attitudes from the minds of the children.

6. Young mothers as a whole are eager and willing to have help from the school in defining and improving the child's adjustment problems.

7. Both the home and school, which provide potent influences that determine in large part the successful adjustment of the child, must assume joint responsibility for developing wholesome patterns of behavior.
8. The Summer Round Up Program is a contributing factor to normal adjustment, wholesome personality, and maximum development of the first-grade child.

Recommendations

On the basis of the data collected in this study these recommendations are offered:

1. A broader and more intensive study should be made of the Summer Round Up Program to determine its strengths and weaknesses.

2. All six-year-old children before entering the first grade should have opportunity to participate in the Summer Round Up Program.

3. Through help from organizations such as the Mothers Club and the Parent-Teacher Association the Summer Round Up Program can be more far-reaching.

4. More emphasis should be placed on social, physical, and emotional adjustment of the first-year child.
APPENDIX
<table>
<thead>
<tr>
<th>Behavior Problems</th>
<th>Frequency of Occurrence</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Has Never Occurred</td>
<td>Has Occurred Once or Twice but No More</td>
<td>Occasional Occurrence</td>
<td>Frequent Occurrence</td>
<td>Score</td>
</tr>
<tr>
<td>1. Disinterest in School Work</td>
<td>0</td>
<td>4</td>
<td>6</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>2. Cheating</td>
<td>0</td>
<td>4</td>
<td>6</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>3. Unnecessary Tardiness</td>
<td>0</td>
<td>4</td>
<td>6</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>4. Lying</td>
<td>0</td>
<td>4</td>
<td>6</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>5. Defiance to Discipline</td>
<td>0</td>
<td>4</td>
<td>6</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>6. Marked Over-activity</td>
<td>0</td>
<td>8</td>
<td>12</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>7. Unpopular with Children</td>
<td>0</td>
<td>8</td>
<td>12</td>
<td>14</td>
<td></td>
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<tr>
<td>8. Temper Outbursts</td>
<td>0</td>
<td>8</td>
<td>12</td>
<td>14</td>
<td></td>
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<tr>
<td>9. Bullying</td>
<td>0</td>
<td>8</td>
<td>12</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Behavior Problems</td>
<td>Frequency of Occurrence</td>
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<td></td>
<td></td>
<td>Score</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-------------------------</td>
<td>---</td>
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</tr>
<tr>
<td>10. Speech Difficulty</td>
<td>Has Never Occurred</td>
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<td>12</td>
<td>14</td>
</tr>
<tr>
<td>11. Imaginative Lying</td>
<td>Has Occurred Once or Twice but No More</td>
<td>12</td>
<td>18</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>12. Sex Offenses</td>
<td></td>
<td></td>
<td>12</td>
<td>18</td>
<td>21</td>
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<tr>
<td>13. Stealing</td>
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<td></td>
<td>12</td>
<td>18</td>
<td>21</td>
</tr>
<tr>
<td>14. Truancy</td>
<td></td>
<td></td>
<td>12</td>
<td>18</td>
<td>21</td>
</tr>
<tr>
<td>15. Obscene Notes, Talk, or Pictures</td>
<td></td>
<td></td>
<td>12</td>
<td>18</td>
<td>21</td>
</tr>
</tbody>
</table>
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