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CANADIAN THESES ON MICROFICHE / *THÈSES CANADIENNES SUR MICROFICHE*

NAME OF AUTHOR/*NOM DE L'AUTEUR* Stewart, Ronnie

TITLE OF THESIS/*TITRE DE LA THÈSE* A Comparison of Three Different Teaching Approaches in a Child Development and Parenting Course

UNIVERSITY/*UNIVERSITÉ* Univ. of Calgary

DEGREE FOR WHICH THESIS WAS PRESENTED/*GRADE POUR LEQUEL CETTE THÈSE FUT PRÉSENTÉE* M.Ed.

YEAR THIS DEGREE CONFERRED/*ANNÉE D'OBTENTION DE CE GRADE* 1971

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THE UNIVERSITY OF ALBERTA

A COMPARISON OF THREE DIFFERENT TEACHING APPROACHES IN A CHILD DEVELOPMENT AND PARENTING COURSE

by

(C) RYNIE STEWART

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION

DEPARTMENT OF SECONDARY EDUCATION

EDMONTON, ALBERTA

FALL, 1977

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommended to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled A Comparison of Three Different Teaching Approaches in a Child Development and Parenting Course submitted by Rynie Stewart in partial fulfilment of the requirements for the degree of Master of Education.

Conn L. Harvey
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Date October 19, 1977

ABSTRACT

The purpose of this study is to compare the effect of three different degrees of child contact on student learning. The researcher identified the three levels of child contact as:

1. extensive child contact
2. minimal child contact
3. no child contact

There is wide support in the education field for experiential learning as being an effective method of teaching and learning. It was therefore felt that the more real the situation, the greater the learning.

Two instruments were designed. One for students to test their knowledge, their behavior towards children, and their reactions towards children. The second instrument was a teacher's rating scale to gain the teachers perceptions about their students. The second instrument was designed to increase the reliability of the students' test. The instruments were administered to four classes and their teachers in Alberta by the researcher.

The research design was an "after-only" field experiment using seventy-five students and three teachers in the sample. Selected statistical tests were performed on the data.

The findings of the study revealed no significant differences between the three different degrees of child contact. The students of the extensive child contact group listed their course as being their most favorite.

ACKNOWLEDGEMENT

I offer sincere thanks to the following for their contribution in completing this work.

Dr. Ann Harvey

Dr. Sue Therrien

Dr. Al Olsen

The Londonderry Child Development Society

Mrs. Judy Menzak

Mrs. Karin Buhrmann

Mrs. Carmen Sullivan

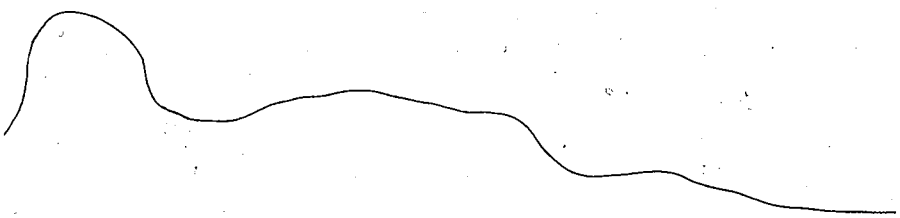
Mr. John Hutton

Mrs. Janis Kyle

Mrs. Ursula Degen

Mrs. A.A. Versendaal

Mr. Graham Stewart



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CHAPTER I

INTRODUCTION TO THE STUDY

The competence of graduating students in the 1970's is rapidly becoming a great concern. Yet few people dare ask the question: What competencies do young people really need in order to survive in our future world? The question is extremely difficult to answer largely due to it being almost impossible to predict what skills and knowledge a young person will need in the unknown future. "What does one teach youth that directs their lives towards learning and values that result in healthy, happy, well-adjusted, and socially acceptable men and women?" (Hughes, 1969, p. 7)

The question of what to teach is answered an infinite number of times every day by teachers. Teachers make content and process decisions daily. But these words content and process are for the most part ignored in institutionalized schooling. Content which is defined by Parker and Rubins (1966) as "the compendium of information which comprised the learning material for a particular course or given grade," (p. 1) is very much taught. There-by educators in answering this question say, 'yes', we know what skills and knowledge will be required in the future. How we learn (the process) is possibly more important than what we learn (the content).

Education should be a process of living, not a preparation for living. Leonard (1968) and Brauer (1975) contend that, throughout a student's twelve years of schooling, he has little real opportunity to practice real life situations. He is in a protective environment to the end, with limited contact with the real world. The theoretical learning

has and is still: "Listen, look", and when you graduate - try and do. But do students really assimilate knowledge by the "listen, look", approach? By not experiencing, does learning really take place? Or is the experiencing, the doing, learning? Leonard (1968) believes that "learning eventually involves interaction between the learner and his environment, and its effectiveness relates to the frequency, variety and intensity of the interaction". (p. 14) Should the aim of education be to prepare students to become individuals and complete human beings?

If so, can this be accomplished by regimentation, fact gathering, conformity, pattern recognition and adjustment, which occurs in our schools. Perhaps this aim can better be accomplished by involving the learner in real life situations.

The Edmonton Public School Board (1971) stated its aim in the following manner:

> "To the end that no child is ever a failure and no school ever fails in its obligation to the student, the school must be committed to providing success experiences, strengthening self-concepts and promoting societal needs.
>
> Humanizing the school and personalizing instruction begins with a profound faith in the infinite value, dignity and worth of the individual and of his society and a conviction that the basic purpose of the school is to help each child make two important journeys -- the first within himself, to find, understand and ennoble himself, the second outside himself, to discover and enhance his community."(p. 7)

Can this aim be achieved in any way other than to make schools real living - process - and not content.

Background to the Study

In the spring of 1971, a group called the Londonderry Child Development Society (see Appendix A) was started. They gained permission

to use a large storage closet in M.E. LaZerte Composite High School (Edmonton, Alberta) for their center, and opened its doors as a pre-school program in September of 1971. In the spring of 1975, they again approached the M.E. LaZerte Composite High School principal; this time to discuss their desire to become a more intregal part of the community school, and not just using its space. The society was directed to myself, a home economics teacher, and together we set out to build a course revolving around child development and parenting, but staying as close as we could to the objectives of an existing home economics program: Modern Living 20. A research proposal was drafted and submitted for funding to the Alberta government, Department of Education. (see Appendix B). The funding subsequently came from the Early Childhood Services branch. The project, entitled, "Being and Becoming", became a reality.

At the onset a basic educational decision was made. Being and Becoming was to be based on the theory of learning by doing, experiencing and involvement. The primary intent being to involve the learner in real life situations, not to pretend, listen and look, but to try and do. Worth (1972) thinks learners should identify problems in real life and use them as learning experiences. "The problems should be real rather than counterfeit, whole rather than fragmental, and they should stem from major areas of human concern." (p. 172)

Since the experience of developing the child development course, Being and Becoming, for M.E. LaZerte Composite High School had led the researcher and the Londonderry Child Development Society members to make certain assumptions about the degree of child contact in the learning situation, it was felt necessary to examine the question of experiential

learning more carefully and because of the Department of Education funding, the researcher, also, felt some responsibility to justify the choice of teaching methods given the course's potential to serve as a model for similiar programs in Alberta.

Purpose of the Study

The purpose of this study is to compare the effect of three different degrees of child contact on student learning. Given the nature of a child development course, three levels of child contact were identified as possible methodological approaches:

1. no child contact,
2. minimal child contact,
3. extensive child contact.

In attempting to discover the superior teaching approach, Stone (1972) contended,

> "Little research has been done in the area of child development curriculum, yet the different teaching methods used in this area are easily identified. One technique is to use texts, supplemented by audio-visual aids, to present the subject matter. Another is to bring young children into the classroom and through supervised observations, supplement the text and audio-visual materials". (p.1)

The third technique is to use texts, audio-visual material and have real experiences dealing with children and their families. These three methods formed the basis for the above methological approaches and the three research questions to be dealt with in this study.

It was assumed by the researcher that the third technique involving real life situations was the most effective teaching approach and real and extensive knowledge would be assimilated by the students. Further it was assumed that behavior change could only come about by

experiencing, "Learning has also been recognized as something which happens only when the person is active. That is, behavior changes only when it is on going. Therefore experience is recognized as the vehicle for learning." (Woodruff, 1961, p. 86)

The effect of three different degrees of child contact was examined by a test constructed to assess knowledge, behavior and reactions to children. Such data was ascertained from responses to the test given during the 1976 - 1977 school year in three Modern Living classes in the province of Alberta.

Research Questions

The following questions were posed as research questions:

1. Will the amount of knowledge differ significantly with varying amounts of child contact?
2. Will student behavior differ significantly with varying amounts of child contact?
3. Will reactions to children differ significantly with varying amounts of child contact?

Significance of the Study

Child studies programs are relatively rare and new occurrences in Canada (note Chapter II of this study). The programs have a varying range of effects on the students depending on what they gain from them. Because the goal of education is to maximize this gain many educators advocate including child contact (Cobb, 1975, Jones, 1973, Coher 1975, Kruger, 1973, Durbin, 1973, Westerberg, 1974, Hughes, 1969, Simpson, 1965, Pickett, 1966 and Liddell, 1968) in these programs. Few studies exist that measure the effect of child contact on learning (Stone 1972,

Moore 1961 and Harrison, 1970). From these studies, little or no results were found to substantiate the position of including child contact. It was, therefore, felt by the researcher that another study including varying amounts of child contact would be enlightening. Moreover, to the writer's knowledge no study has been done including extensive child contact as a variable.

Few questions in previous studies dealt with student behavior, only knowledge. Behavior change is one of the more reliable forms of recording knowledge gained (Hall and Paolucci, 1970, Hatcher and Andrew, 1963 and Leonard, 1968). This study will attempt to provide an opportunity for students to predict their behavior in relating to children.

It is hoped that the results of this study will be influential in choosing teaching methods in the area of Home Economics

Definition of Terms

For the purpose of this study the meanings ascribed to certain terms were as follows:

No Child Contact. The teaching approach involving lectures, books, films and structured classroom work. No personal contact with children is experienced as part of the course work.

Minimal Child Contact. The teaching approach involving lectures, books, films, structured classroom work and minimal personal contact with children (approximately 10 - 20 hours), mostly in the form of observations.

Extensive Child Contact. The teaching approach involving lecture, books, films and extensive personal contact with children and their families (at least 100 hours). This will be considered the learning by doing approach.

Learning by Doing. A teaching approach involving direct, active contact with the learning situation or object, not a simulation of the object; in this case, children and families.

Assumptions

For the purpose of this study, it is assumed that:

1. The instrument used in this study measures learning and behavior.
2. Learning and behavior can be measured by a written test.
3. The written responses on the test reflect actual behavior.

Delimitations

The study was delimited in several areas:

1. Only secondary high schools in Alberta teaching Modern Living were used in the sample.
2. The Modern Living classes were composed of students with a normal range of academic abilities.
3. The classes spent more than one half of the course time on child development and parenting.
4. The classes were in their first year of study in the area of child development and parenting.

Limitations

There are several factors which may limit the conclusions drawn from this study. These are as following:

1. Since child development and parenting courses are not widely taught at the high school level in the province of Alberta, the selection of the experimental sample was very limited. Thereby the following three problems occurred:

1) The three different groups were not exposed to exactly the same curriculum (content)

2) The three different instructors teaching the courses stressed different concepts.

3) The length of time spent on the content, specifically, child development and parenting, varied.

2. There was no control over quality or skill of teachers.

The above factors, and the solution for controlling them will be dealt with, in depth, in the chapter on design of the study.

Organization of the Thesis

Chapter one of this thesis provided the reader with an introduction to the investigation. It posed the research question and introduced the background to it. The purpose and significance of the study have been stated. Terminology, delimitations, limitations and assumptions underlying the research have been outlined.

Chapter two presents a review of related literature in three designated areas: child development courses across North America, learning theories, and experiential learning and its advocates.

Chapter three which describes the research design includes a description of the sample, and how it was selected. Finally the description of the instrumentation and method of analyzing the data is also discussed.

In written and table form chapter four reports the findings of the research study based on the analysis of data.

Chapter five concludes with a summary of the findings, conclusions and recommendations for further investigations.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter is to review literature pertinent to the problem of deciding between different teaching-learning methods. This review was concentrated in the following areas: Child Development Courses across North America, Learning Theories and Learning Experiences. It is helpful to examine previous research about different modes of learning in order to place the results of this study into perspective. The section on child development courses across North America will be dealt with in a somewhat cursory manner as it was not the researchers' intent to do a survey of all such courses offered. This section does, however, indicate general methods used in teaching this course.

Two schools of thought in learning theories are expanded upon. Since the literature is voluminous on learning theories, the researcher limited this section to theories most relevant to teaching child development courses. The final section on learning experiences discusses experiential learning and experiential learning of children's behavior. This section is perhaps the most significant or crucial to the main theoretical base of this study.

Child Development Courses Across North America

Parent education programs have been in American school systems for many years, but in the 1970's, a new emphasis was placed upon them. Recognizing this new interest, the Office of Education and the Office of Child Development sponsored a nation wide program, called "Exploring Childhood."

This project launched in 1972 "is designed to acquaint students with the processes of growth and development in young children and also engage them in children's lives through readings, films and work with children at fieldsites." (Cobb, 1975, p. 1) Since the start of this field-oriented, multimedia course, it has been continuously field tested. In both 1972 - 1973 and 1973 - 1974, over two hundred schools and over four thousand students across the United States were evaluated.

The curriculum, which "builds on a student's own observations, experiences and knowledge to increase his understanding of children" (Jones, 1973, p. 59) is divided into two basic components; one involving field experiences, the other, classroom work. Within the classroom section of the course, such techniques and materials as discussions, role playing, films and booklets are used. The focus is never on teaching set rules or techniques about children, but rather learning to understand them. After the initial month of classroom work at least two hours weekly are spent in day care centers, head start programs, kindergartens, any place where small children were to be found.

Though much time was spent with children, the most universally persistent complaint of students in this program was the lack of time to build intense, effective and continuous relationships with children. In evaluating the program, "most students in the 100 - site sample (80 percent, again) felt that they could not have learned what they did without the fieldsite experience. They viewed direct experience with children, particularly face-to-face contacts with children around simple, everyday activities, as the most powerful source of learning. Such experiences apparently demonstrated in dramatic ways what children understand." (Cohen, 1975, p. 1[illegible])

"Exploring Childhood" was the recommended approach in teaching a child development course as suggested by Kruger, a special problems director, Bureau of Elementary and Secondary Education, U.S. Office of Education. His recommendations were:

> "The use of a child development laboratory or other field site practicum so that students can observe children's behavior and assess the value of different techniques used by adults in child care activities.
> The use of films, filmstrips and audio cassettes, which enables instructors to bring a variety of case studies into the classroom. Encouragement of group discussion, which often centers around problems experienced by the students in their laboratory assignments. The use of such instruments of observation as rating scales and check lists to help the students analyze what is happening within situations involving young children, so they will understand why certain behaviors are exhibited and see how they might be modified." (p. 7)

These recommendations were obtained from a survey of existing programs in the United States prior to the implementation of the "Exploring Childhood" program. The survey looked into instructional methods used in child development courses with particular emphasis on making the program content meaningful, which is a major factor in retaining knowledge. Kruger (1973) feels two goals should be kept in mind when deciding on the process in parenthood education, they being relevancy and universality.

Although "Exploring Childhood" is being used extensively in the American school systems, the question still arises as to the possibility of other existing parenthood courses. Kerckhoff and Panel (1976) addressed themselves to this question in the Fourth Report from the Family Coordinator's Family Life Education Panel. They obtained data from forty of the United States and five of the Canadian provinces at a secondary

school level. Of the forty-five, nineteen states or provinces had parenthood education being taught extensively, whereas, fifteen claimed courses of this nature were very rarely taught. Four responses indicated no parenthood education was offered in their state or province.

Specific examples of these courses vary somewhat, but all indicate the importance of child contact and use it extensively (Durbin, 1973, Westerberg, 1974, Hughes, 1969, Simpson, 1965). The United States is very much in the forefront in child development and parenting courses. Canada is just beginning to recognize the need and thus varying amounts are taught from province to province.

A cross-Canada survey was conducted by the researcher in which responses were elicited from eight provinces. No responses came from Quebec and Nova Scotia. The researcher was unable to identify provincial supervisors in Saskatchewan and Prince Edward Island, so no survey was mailed to these provinces. Therefore, the information about child development courses in Canada is based on six provinces: British Columbia, Alberta, Manitoba, Ontario, Newfoundland and New Brunswick.

Generally speaking, child development courses are taught to some degree in most provinces. None are taught in Newfoundland. Only Manitoba and New Brunswick have separate child study courses, the other provinces include this as a part of other courses. (i.e. family studies). From the information acquired, it appears that Manitoba, Ontario and Alberta have done extensive work on family studies programs. However, with the exception of some experimental programs (in Alberta and Ontario), minimal or no child contact is the common approach. This does, however, vary from province to province. There are some teachers (Alberta and Ontario) utilizing the "Exploring Childhood" program, developed in the United

States and mentioned earlier. Child contact does not appear to be a predominent element in child study courses in Canada yet.

In summary, child contact to varying degrees, appears to be advocated in most child development courses in the United States. This is not, however, the case in Canada.

Learning Theories

Learning theories explain how and why learning occurs. Combs (1959) states that there is a very distinct difference between learning and knowing, in that mere knowledge does not require behavior change, whereas, learning does. There is a difference between a student listing the characteristics of toys suitable for two year olds, and student purchasing toys suitable for two year olds. The former is knowing, the latter is learning.

From the many learning theories, some are more applicable to child development courses than others. According to Hill (1963) generally, learning theories, fall into two groups: connectionists and cognitive theories:

> "Connectionist interpretations of learning...agree in treating learning as a matter of connections between stimuli and responses. A response may be any item of behavior, while a stimulus may be any sensation. Connectionist theorists typically assume that all responses are elicited by stimuli. These connections are called by a variety of names, such as habits, stimuli - response bonds, and conditioned responses. Cognitive interpretations... are concerned with the cognitions (perceptions or attitudes or beliefs) that the individual has about his environment." (p. 27-28)

Within both theories there is a wide range of thought explaining learning. The contiguity theories of Watson and Guthrie and the reinforcement theories of Thorndike, Skinner, Miller and Hull all fall in the

connectionist approach. Whereas, the gestalt movement of Wertheimer, Lewin and Tolman's work all fall into the cognitive interpretations of learning. Even though these two appear to be the main streams of thinking, the distinctions between the two are not always clear. In the following subsections the two groups will be explained more explicitly.

Cognitive Learning Theory

The perceptual process of the learner is stressed in the cognitive learning theory. How the learner perceives his environment is important, not what the environment really is. Hilgard (1966) summarized the principles of the cognitive theory.

> 1. The perceptual features according to which the problem is displayed to the learner are important conditions of learning...Hence a learning problem should be so structured and presented that the essential features are open to the inspection of the learner.
> 2. The organization of knowledge should be an essential concern of the teacher or educational planner. Thus the direction from simple to complex is not from arbitrary, meaningless parts to meaningful wholes, but instead from simplified wholes to more complex wholes. The partwhole problem is therefore an organizational problem, and cannot be dealt with apart from a theory of how complexity is patterned.
> 3. Learning with understanding is more permanent and more transferable than role learning or learning by formula...
> 4. Cognitive feedback confirms correct knowledge and corrects faulty learning. The notion is that the learner tries something provisionally and then accepts or rejects what he does on the basis of its consequences...cognitive theory tends to place more emphasis upon a kind of hypothesis testing through feedback.
> 5. Goal-setting by the learner is important as motivation for learning and his successes and failures are determiners (sic) of how he sets future goals.
> 6. Divergent thinking, which leads to inventive solutions of problems or to the creation of novel and valued products, is to be nurtured along with convergen thinking, which leads to

logically correct answers. (p. 563 - 564)

It would appear that classes with no child contact are based upon the cognitive learning theories. Although the distinction is not that clear to explain this. Teachers who do not use child contact as a learning experience may still use components of the connectionist theory.

Connectionist Learning Theory

The connectionists generally make use of the concept of reinforcement (Thorndike, Skinner, Miller). Guthrie and Watson, though they are considered connectionists, assume learning is dependent upon the contiguity of stimuli and response and do not address themselves to punishment and reward. Many educators make use of this theory, where a fixed end is determined and appropriate steps taken (stimuli) to achieve this end.

Hilgard (1966) lists principles that are emphasized in the connectionist theory.

> 1. The learner should be active, rather than a passive listener or viewer. The S-R theory emphasizes the significance of the learner's responses, and "learning by doing" is still an acceptable slogan.
> 2. Frequency of repetition is still important in acquiring skill, and in bringing enough overlearning to guarantee retention...
> 3. Reinforcement is important; that is, repetition should be under arrangements in which desirable or correct responses are rewarded.
> 4. Generalization and discrimination suggest the importance of practice in varied contexts, so that learning will become appropriate to a wider range of stimuli... (p. 563 - 564)

Though it is somewhat difficult to place one kind of learning in one group and not the other, it was felt that courses with child contact make use of the connectionist theory, in that the learner is active.

The Relationship of Learning Theories in Teaching Child Development

In the teaching of child development, both cognitive and con-

nectionist learning theories are used. Classes that include child contact are based on the connectionist learning theory. Because a student is actually involved with his stimuli he is being constantly reinforced. This theory also encourages frequent repetition, thus supporting extensive child contact as a learning tool. Courses with no child contact are based on the cognitive theory of learning. In this approach interpretations, attitudes and beliefs are presented in an organized manner. The perception of the theory is of primary importance in this approach.

Learning theories are somewhat enlightening in their relationship to child development courses. However, a group of educators advocating experiential learning are most interesting and more crucial to the theoretical base of this study.

Experiential Learning

Advocates of Experiential Learning

Student behavior and learning is changed by the experiences they encounter and carry out. Hatcher (1963) stated:

> "The use of experience has long been an integral part of home making programs. In this connection, the term refers to special activities carried out by classroom groups to help them attain class goals. Although there is variation in form and content, all experiences are based on the same over-all objective: to help students learn how to meet successfully the problems of home, family and community living." (p. 211)

These experiences may be superficial or very real life. The more real-to-life situations that are encountered, the more likely students will remember the situation.

A method of teaching consistent with the connectionist learning theory is learning by doing. It is a teaching approach which usually in-

volves direct, active contact with the learning situation or object, not a simulation of the object.

In Hall and Paolucci's (1970) discussion of factors contributing to learning, they state:

> "...studies indicate that if an individual has the opportunity to put into actual practise that which he is learning, he is less likely to forget what he has already learned..." (p. 138)

This reinforces the researcher's belief that child contact would lead to more learning than no child contact.

Even though there are generally two schools of learning theories, there is a group of theorists who have addressed themselves to learning, not so much from a tight theorical base as those discussed in the previous section, but from a practical and feeling base. They generally deal with only two major components: learning and experiencing. The two words are often synonymous.

Silberman (1970) stated:

> "What educators must realize, more over, is that how they teach and how they act may be more important than what they teach. The way we do things, that is to say, shapes values more directly and more effectively than the way we talk about them." (p. 9)

Further to this content and process argument, Postman and Weingartner (1969) feel a classroom lesson is largely made up of two components: content and method.

> "The medium is the message" - implies that the invention of a dichotomy between content and method is both naive and dangerous. It implies that the critical content of any learning experience is the method or process through which the learning occurs." (p. 19)

Parker and Rubin (1966) have some similiar and substantiating thoughts about process and content.

> "Process - the cluster of diverse procedures which surround the acquisition and utilization of knowledge - is, in fact the highest form of content and the most appropriate base for curriculum change." (p. 1)

Keeping the comments on process versus content in mind the following statements on learning are very enlightening. Woodruff (1966) makes his point by saying: "Each person has to make his own concepts. The easiest way for him to make them is through directly perceiving the thing itself, not through listening to someone else's words." (p. 65) It would imply then what is perceived by most students in a learning situation is what they experience.

Leonard (1968) feels that "to learn is to change". (p. 7) Further he states:

> "No environment can strongly affect a person unless it is strongly interactive. To be interactive, the environment must be responsive, that is, must provide relevant feedback to the learner. For the feedback to be relevant, it must meet the learner where he is, then program (that is, change in appropriate steps at appropriate times) as he changes. The learner changes (that is, educated) through his responses to the environment." (p. 39)

This again would imply that learning is doing and experiencing.

Learning seems to be something that happens inside us and that perception causes change. Hatcher and Andrews (1963) state:

> "There are various explanations to account for learning, but practically all educators agree that the process involves mental physiological changes which make it possible for an individual to do something he could not do previously. These changes result from the interaction of the individual with his needs and interests." (p. 80)

Hall and Paolucci (1970) state similar feelings:

> "Learning is changing behavior, when an individual learns he changes his way of behaving. Learning results in acting or thinking in a different way than was done previously. Learning is not something that is done to students; rather it is something that students do to themselves - they change." (p. 135)

From the above statements, it is clear that experiencing is learning, and learning is changing. If, there is no change, then, there is no learning. This would then support the notion that child contact is interactive and, therefore, change (learning) should take place. No child contact is a very passive form of knowledge getting and should result in less behavior change occurring.

Experiential Learning of Children's Behavior

Hatcher (1963) stated:

> "Directed observation when carefully planned and carried out can be beneficial as a learning technique. Through observations students develop the ability to see things as they really are, not as they often seem to be... Observations help students not only to see but to perceive." (p. 119)

Child contact in the form of observations and direct contact involving day care centers, homes, kindergartens, is an experience whereby students can discover more about children by the way they act than students without child contact. Further to this point, Cohen (1969) contends:

> "Children communicate with us through their eyes, the quality of their voices, their body postures, their gestures, their mannerisms, their smiles, their jumping up and down, their listlessness. They show us, by the way they do things as well as what they do, what is going on inside them...Does a young child say, "I feel sad, or does he hang his head, cry or stare into space?...When we have come to see children's behavior through the eyes of its meaning to them from the inside out, we shall be well on our way to understanding them." (p. 5)

Many educators agree that child contact is an effective way to change students' attitudes about children.

Stone (1972) in her study, compared two methods of teaching child development. One method using child contact was compared to another using no child contact. The Betty Crocker, standardized test dealing with knowledge and attitudes about child development, was given to the two groups, 352 students in all. All students used the same curriculum materials and were matched for age. Stone's (1970) findings indicated "that the group which had no child contact as a learning experience did significantly better on the test than did the group with child contact." (p. 47) However, in Stone's (1970) discussion she contended "that students with child contact understood the actions of children in real situations more than the no child contact group". (p. 48) This type of learning might not be measured by the Betty Crocker standardized test. Also the students were not matched according to IQ or socioeconomic background.

Moore (1961) compared the achievement scores of students in two babysitting clubs. One club used child contact as a learning experience and the other did not. Both groups were exposed to the same lessons, but one was supplemented with child contact, the other with films, anecdotal records and similiar experiences. Moore (1961) concluded that:

> "Playschool inversely affects learning theoretical facts by girls who observe the play school since children do not always behave as recorded in books." (p. 63)

Though Moore concluded that knowledge of theoretical facts was not as great for those students with child contact, she felt,

> "...understanding the actions of children in real situations,..., may not have been

as great for those without contact." (p. 63)

In Pickett's (1966) study, forty-one teachers' opinions were polled and indications were that direct observations of children were of primary importance in the learning situation for secondary school students. The purpose of her study was to develop materials to aid teachers in strengthening the teaching of child development at the secondary level.

Similiarly, Liddell (1968) in her study of extended learning experiences, found that all the experiences were perceived by the teachers to be "much" or "some" value in the teaching of child development. The sample consisted of ten home economics teachers. The extended learning experiences included, observing children, planning experiences for children, selecting books for children and listening to various resource persons. There were fourteen extended learning experiences in all.

Harrison (1970) measured the extent to which humanizing of students can be increased by child contact. The subjects were eighteen senior high school girls. Her results showed an increase of understanding of behavior, an increase in egalitarianism of marital role expectations and a slight change in the area of self-concept towards love and decreased dominance.

Summary

From the literature it can be concluded that of the child development courses examined, most used child contact to varying degrees. Learning theorists support that experiencing is a most powerful tool in learning and that direct contact with the stimuli has advantages over other methods. There are, however, two schools of thought on how learning occurs and one does not see the need for direct experiences, rather it

sees learning occurring through the presentation of well-defined segments. There is much support for experiential learning and thus child contact should increase knowledge and behavior change.

CHAPTER III

DESIGN OF THE STUDY

The design of the study which is discussed in this chapter includes: collection of the data, selection and description of the sample, method of instrumentation and validity and reliability of the instrument. Procedures and methods of analyzing the data are identified.

Rationale for the Method of Data Collection

From the search of literature, it was apparent an instrument was needed to measure both behavior and knowledge (Burton, 1962, Hall and Paolucci, 1970, Woodruff, 1961). Such an instrument was sought, but since no appropriate one was found, the researcher constructed a test using other researchers instruments as examples. A paper and pencil test is not the best way to measure behavior, however, it appeared to be the only feasible approach. Regulated observations, done numerous times would be a superior method to measure behavior, but limited time span and geographic locations of classes did not make this a feasible alternative. However, to increase the reliability of the instrument, a teacher's rating scale (see Appendix C) was formulated to correlate with and hopefully, substantiate the results of the test.

A field experiment appeared to be the most appropriate method of data collection. Kerlinger (1964) states that a field experiment "is a research study in a realistic situation in which one or more independent variables are manipulated by the experimenter under as carefully controlled conditions as the situation will permit." (p. 382)

Research Design

An Experimental design was chosen to answer the research questions. The effects of three different treatments (A. Extensive Child Contact, B. Minimal Child Contact and C. No Child Contact) were compared to a Control Group to measure treatment effect on student learning, student behavior towards children and student attitude towards children.

An "after - only" experimental design was used for data collection. The use of a control group provided baseline data for comparison purposes. The advantage of the "after-only" design over the "pre-and-post measures" design is that learning is not influenced by questions in the pre-measure instrument. The major disadvantage is that it is not possible to obtain a record of knowledge gained or behavior changed from the beginning to the end of the experiment.

Most studies consist of three components: the sample, the treatment and the instrument. Schematically, the three components of this study are represented in Table 1.

Table 1

Study Design

Experimental Groups	Treatment	Child Development & Parenting Test	Teacher's Rating Scale
A	Extensive Child Contact	x	x
B	Minimal Child Contact	x	x
C	No Child Contact	x	x
D	Control	x	

Identifying the Sample

A very major and difficult task was to identify home economic classrooms in Alberta dealing almost exclusively with child development and parenting as well as having different teaching approaches. Such information was solicited from both public and separate boards in Edmonton and Calgary, and the provincial supervisor of home economics, Department of Education. From the above sources and from the researcher's knowledge of existing programs, the following three were identified and tested:

Group A (extensive child contact) M.E. LaZerte CHS (Edmonton)
Being and Becoming - Modern Living 20

Group B (minimal child contact) Lethbridge Collegiate Institute (Lethbridge) Modern Living 10

Group C (no child contact) Lord Beaverbrook CHS (Calgary)
Modern Living 10

Group D (control group) M.E. LaZerte CHS
Food Sciences 20

Because of the limited number of child development courses offered in the province of Alberta, the three classrooms choosen for the sample, differ somewhat. However, there were enough similarities, that the researcher felt they were usable. The following is a description of each group:

Group A The extensive child contact group was a Modern Living 20 class. There were 8 female students involved ranging in age from 16 to 18 years. Their socio-economic background ranged from low to middle class with some of the students being rural. The five credit course was full year. Approximately one-third of the class time was spent in an experiential way. Each student spent between 75 hours to 125 hours of

involvement directly with children. About 25 hours was spent dealing with theory. The theory included: physical, emotional, intellectual and social development of pre-school children (birth to six years), children's toys, literature, clothing, art and housing. Family relationships and interactions were also taught.

The experiential aspect of the course took place in a child development center located in the school, where students spent three hours weekly. Also the students made regular visits to the homes of the pre-schoolers. Some theory time was spent on what was occurring in their relationships with the pre-schoolers and their families.

Group B The minimal child contact group was a Modern Living 10 class. There were 16 females and 1 male student involved ranging in age from 15 to 17 years. Their socio-economic background ranged from low to middle class with some of the students being rural and some coming from reserves. The five credit course was semestered, therefore taking only one half the year. Only class time (125 hours) was spent on this course; no student put in extra time. As well, only 12 out of 20 weeks of this course dealt with child development and parenting. Each student spent approximately 35 hours in an experiential way. About 40 hours was spent on theory. The theory was similar to that taught by the Group A instructor. This group generally followed the "Exploring Childhood" course discussed in Chapter II.

The experiential aspect of this group occurred in day care centers, kindergartens and elementary schools. There were no visitations and involvement with families. The teacher of this group was extremely enthusiastic.

Group C The no child contact group was a Modern Living 10 class.

There were 17 females and 2 males involved ranging in age from 15 to 16 years. Their socio-economic background ranged from low to middle class. The five credit course was full year. Only class time (125 hours) was spent on this course: no student put in extra time. Only 8 out of 20 weeks of this course dealt with child development and parenting. Each student spent approximately one hour in dealing directly with children. About 50 hours dealt with theory pertaining to child development and families. The theory was similar to groups A and B. The experiential aspect of the course was one visit to a day care center.

Group D The control group was two Food Science 20 classes. There were 24 females and 7 males involved ranging in age from 15 to 18 years. Their socio-economic background ranged from low to middle class with some students being rural. None of the students in this group had taken any courses pertaining to child development and parenting in high school.

Some of the six unities that are to be respected in field research were violated. Compton (1972) states that "the six unities are necessary for correct experimental design. Without their observance, the conclusions from the experiments are less secure". (p. 98) However, she goes on that "since it is sometimes impossible or inconsistent ethically to observe all six unities, one or more may be violated in an experimental study". (p. 98) Of the six unities, time, place, material, procedure, personnel and mental attitude, only two presented problems in this study. Because it was difficult to find exactly the perfect groups for the researcher's study, the unities of time and materials are not identical. The problem of time is two fold; one, not the same total of hours was involved in each group on the subject (see Table 2), and secondly two groups covered the course over a full year and one group covered the

course over a semestered half year. The problem of material did not appear as serious because generally all three experimental groups covered much the same material, but not identical materials.

Table 2

Time Involvement of Each Group

Experimental Group	Child Contact	Theory
Group A	100 hours	25 hours
Group B	35 hours	40 hours
Group C	1 hour	50 hours
Group D	no hours	no hours

Design of the Instrument

The objective of the study was to compare three different teaching methods in a child development and parenting course, to ascertain which would result in the greatest behavior change and knowledge retention. Existing tests did not include sufficient or adequate questions pertaining especially to behavior change. The instrument used was, however, the result of pooling these existing tests. A sample of the test is included in Appendix D.

Sources of test items

Three existing tests (Science Research Associates, 1970, Stone, 1972, United States Department of Health, Education and Welfare, 1967) dealing with child development were used. The third section on reactions to children was taken almost entirely from the United States Department of Health, Education and Welfare publication. The other two sections

were individual questions found from all three sources.

Panel of authorities consulted

The first two drafts of the test were informally pretested by thirteen Modern Living 20 students from M.E. LaZerte Composite High School (spring, 1976). These students judged whether the questions were reasonable and whether they felt other students in Child Development courses should know the appropriate responses. They checked for clarity as well. The second draft was then submitted to a panel of judges: three Early Childhood education teachers and two professors in Early Childhood Education, University of Alberta.

Revision of the test

Following the suggestions of both students and the panel of judges, the test was revised for a third time. In accordance with the panel of judges and students, the number of items was reduced.

Test format

The instrument consisted of three sections of multiple choice questions: one section dealing with student knowledge, one section dealing with student behavior and the last section dealing with student reactions to children. The section on student knowledge was graded either right or wrong, there being only one possible correct answer. The section on student behavior had no right or wrong answers, only more and less positive answers. Therefore it was graded on a scale of 1 to 3. A very positive answer would receive a mark of 3, a neutral answer a mark of 2, and negative answer a mark of 1. The grading of this section was done in consultation with the panel of judges. The final section on the test dealing with student reactions to children was graded in a similar manner as section two. The answer sheet for this test can be

found in Appendix D. After completion of the instrument, the researcher felt the sections were quite different and therefore not summable. Included in the test were also questions pertaining to family make-up, favorite subjects, and babysitting experience.

Piloting the test

A pilot study (draft three) was done on a group of nineteen Modern Living 10 students at M.E. LaZerte Composite High School (fall, 1978). On the basis of the pilot, minor changes were made to clarify wording in some items. Three items were eliminated because of an item analysis performed on the test.

Validity of the test

The only validity the researcher addressed herself to was content validity. The following precautions ensured content validity:

1. a panel of two early childhood education teachers was consulted throughout the construction of the test;
2. the researcher conferred with the teachers of the three experimental groups, and they stated they had taught all that was teachable on the test. Because only Section I of the test pertained to knowledge, this was mainly the section to which the three experimental group teachers addressed themselves.

Reliability of the test

The only formal measure taken to assure reliability was the conducting of an item analysis on the pretest. On the basis of the item analysis, the three items mentioned in Piloting the test section, were eliminated. The researcher retained all items which had a positive discriminating power. No items were eliminated because of their level of difficulty. Care was also taken in clarifying the wording in all items.

The teacher's rating scale was compared to the student test results to measure reliability of both instruments.

Teacher's Rating Scale

The teacher's rating scale was designed to contribute to validity of the main instrument, the Child Development and Parenting Test. The teacher's ratings could have the potential to serve as evidence for identifying the construct measured in the Child Development and Parenting Test. For example if teachers scored the same student high on the overall category as those who scored high on all subtests, there would be some basis for accepting the teacher ratings as contributing to construct measurement in the student test.

The teacher's rating scale (see Appendix C) consisted of two sections. In the first section a number rating of 1 to 5 was required for four categories: enthusiasm, maturity, responsibility and intellectual ability. The second section was the categorization of the students' overall qualities into three general groups: excellent, average and below average.

The scale was shown to two senior high teachers as to whether it was reasonable, workable and clear. Both felt they could do what was required on such a scale.

Collection of Data

Administration of the test

The test was administered to all four groups by the researcher to ensure unity of personnel and mental attitude. The teacher's rating scale was given to the teachers of the experimental groups by the researcher. The administration of the test and rating scale were done at

the end of each group's completion of the course.

Method of Analyzing the Data

Treatment of the data

All responses were coded, so information was easily obtained from the test and transferred to computer data sheets. After the information was punched onto computer cards, internal accuracy checks were made.

A one way analysis of variance was computed as the major statistical test. Ferguson, (1971) states, "in its simplest form the analysis of variance is used to test the significance of the difference between the means of a number of different populations". (p. 208) The analysis of variance was therefore used in this study to compare treatment effects. The researcher attempted to control for three conflicting variables: the influence of babysitting experience, the influence of siblings under the age of six years and the influence of other children under the age of six years in their life. The 't' test for significant differences between means was performed on these conflicting variables to see if they were influential in the statistical results. This test would show if these outside variables had any influence on the test scores. An item analysis was done on Section I of the test to measure each item's discriminating power. Item analysis has two features: one, the degree of difficulty of each item, and two, the discriminating power of each item. According to Glock (1976), there is an acceptable range of discriminating power values. It states that any values above +0.40 are very good, and between +0.40 and +0.20 satisfactory and between +0.20 and zero poor. The item analysis was done only on Section I because it was the only section with right and wrong answers.

In statistical tests the .05 level of significance was selected as minimum proof that results obtained were not due to chance.

Information about family make-up was collected as well as favorite subjects in school. Total scores were compared to the teacher's impression of each student, as noted on the teacher's rating scale. The teachers were requested to categorize each student's over all qualities into one of three general groups: excellent, average or below average.

Summary

A field experiment with an "after-only" research design was selected to be used for this study. Two instruments were designed to elicit information about the effects of different amounts of child contact. The main instrument, the Child Development and Parenting Test, was divided into three sections to ascertain as much information as possible.

The sample included only secondary, Alberta, Modern Living classes who had not been registered previously in a child development class.

The Child Development and Parenting Test was designed, pretest, revised and piloted prior to its administration. The Teacher's Rating Scale was designed and then judged by two high school teachers prior to its use.

Data was collected by the researcher administering all the tests and the results were analyzed by selected statistical tests.

CHAPTER IV

ANALYSIS OF THE DATA

The chapter presents the data collected during the study. Data obtained from test results of seventy-five students in four different groups are recorded in written and tabular form as a result of statistical analysis. Data obtained from three teachers is recorded in written form. A summary of major findings will conclude the chapter.

The Sample

The number of students by sex in each of the four experimental groups in the study is presented in Table 3.

Table 3

Composition of Each Experimental Group

Group	Female	Male	Total
A	8	0	8
B	16	1	17
C	17	2	19
D	24	7	31

The family make-up of each group was similar. In the extensive child contact group seven of the eight students had both parents and siblings; one of the eight lived with foster parents or friends. In the minimal child contact group thirteen of the seventeen lived with both parents and siblings; the other four students had single parent families

or no parents. The no child contact group consisted of eighteen of the nineteen students having both parents, the other one had a single parent. Of the thirty-one students in the control group, twenty-six lived with both parents and siblings; four had single parents and one of the students lived with her sister-in-law. It was the researcher's conclusion that the three groups were similar in family make-up.

In tabulating the favorite subjects of the three experimental groups, it was noted that a higher majority of the extensive child contact group stated their favorite subject was Modern Living (seven out of the eight students) than in the other two groups: minimal contact group (five of the seventeen students) and no child contact group (five of the nineteen students).

The Student Test

Since the researcher felt the three subtests were not related, the Pearson Product Moment Correlation test was conducted on each of the two possible pairs of subtests. (see Table 4) A correlation is the degree of relationship between two or more variables and is expressed by a number called a correlation coefficient. The correlation coefficient has a symbol 'r'.

Table 4

Pearson Correlations of Scores on Subtests

Subtest	with	Subtest	r
1		2	0.551
2		3	0.124
1		3	0.095

The correlation tests bore out the researcher's suspicions to some extent. The correlation of .551 between subtest 1 (knowledge) and subtest 2 (behavior) was substantial. As a result of the Pearson tests, the subtest scores were not totalled into an instrument score.

An item analysis was performed on the first subtest on knowledge. The discriminating power, signified as D is given beside each question in Appendix D. Of the nineteen items ten were very good, seven were satisfactory and two were poor. The Kuder - Richardson 20 test for reliability was performed on this subtest as well. Glock (1975) states reliability coefficients of 0.50 are acceptable for group scores. The result of the Kuder - Richardson 20 was 0.58 which indicates that this part of the instrument has adequate reliability. The level of difficulty of each item is given beside each question in Appendix D. The level of difficulty indicates the proportion of students who answer the question correctly. Glock (1975) states that, the range of difficulty between forty to seventy percent is acceptable.

Analysis of Variance on Subtest Scores

To test for significant differences between groups, a one way analysis of variance was performed on the data from each of the subtests. The analysis of variance on subtest 1 scores (knowledge) was significant at $p \leq .01$ ($F = 4.06$, $df = 3$). A Scheffé test for significant differences between groups indicated that the only significant difference was between the no child contact group (mean = 12.26) and the control group (mean = 9.55). The mean score for the extensive child contact group was 11.63 and for the minimal child contact group was 10.41. The above differences are shown in Table 5 and 6. See Appendix F for frequency distributions.

Table 5

Treatment Means on Knowledge Subtest Scores

Treatment	n	Mean	s.d.
Extensive Child Contact	8	11.63	2.45
Minimal Child Contact	17	10.41	3.48
No Child Contact	19	12.26	2.54
Control	31	9.55	2.64

Table 6

Summary of the Analysis of Variance for Knowledge Scores

Source	SS	MS	df	F	p
Groups	95.56	31.88	3	4.06	0.01
Error	557.35	7.85	71		

After Scheffé application significant differences at $\leq .01$ were found between:

(a) no child contact group (mean = 12.26) and the control group (mean = 9.55)

The analysis of variance on subtest 2 scores (behavior) was significant at $p \leq .01$ ($F = 7.72$, $df = 3$). A Scheffé test for significant differences between groups indicated that were significant differences between the minimal child contact group (mean = 24.35) and the control group (mean = 20.03), as well, as between the no child contact group (mean 23.16) and the control group (mean = 20.03.) The mean score for the extensive child contact group was 23.75. The above differences are shown in Table 7 and 8. See Appendix E for frequency distributions.

There were no significant differences in the groups' reactions to children ($F = 0.99$, $df = 3$).

Statistical Test for Research Questions

Question 1:

Will the amount of knowledge differ significantly with varying amounts of child contact? No.

The results of the one way analysis of variance are shown in Table 6. As indicated, there was a significant difference in knowledge between the groups. The Scheffé comparison between means was applied to the data. There were significant differences ($p \leq .01$) found between the no child contact group and the control group (see Table 6). Therefore, there was some knowledge gained about child development by the no child contact group as opposed to the control group which had no exposure to child development courses.

It would appear from this test that child contact seemed to interfere with knowledge gain. This finding is similar to the results of Moore (1961), who also had a similar result in her study comparing two methods of teaching child development: one method using child contact

Table 7

Treatment Means on Student Behavior Subtest Scores

Treatment	n	Mean	s.d.
Extensive Child Contact	8	23.75	2.38
Minimal Child Contact	17	24.35	3.59
No Child Contact	19	23.16	3.50
Control	31	20.03	3.34

Table 8

Summary of the Analysis of Variance for Behavior Scores

Source	SS	MS	df	F	p
Group	26.11	87.04	3	7.72	0.0001
Error	800.87	11.28	71		

After Scheffé application differences at $p < .01$ were found between:

(a) minimal child contact group (mean = 24.35) and the control group (mean = 20.03)

(b) no child contact group (mean = 23.16) and the control group (mean = 20.03)

and other without child contact. The explanation used there was that knowledge gain was inversely affected by exposure to children because children do not always behave as recorded in books. However, the answer to the research question is no. There was no significant difference for the amount of knowledge with varying amounts of child contact.

Question 2:

Will the kinds of behavior differ significantly with varying amounts of child contact? No.

The results of the one way analysis of variance are shown in Table 8. As indicated there was a significant difference in behavior between the groups. The Scheffé comparison between means was applied to the data. There were significant differences ($p \leq .01$) found between the minimal child contact group and the control group and be[illegible]he no child contact group and the control group (see Table 8). Therefore there were some behavior differences between the control group and the two experimental groups, minimal child contact and no child contact.

It would appear from this test that exposure to a child development course might increase the chances of a more positive attitude and more positive behavior towards children. However, the answer to the research question is no. There is no significant difference in behavior with varying amounts of child contact.

Question 3:

Will the reactions to children differ significantly with varying amounts of child contact? No.

The results of the one way analysis of variance indicated no significant differences between groups in their reactions to children.

Statistical Tests for Interfering Variables

There were three possible interfering variables that could be controlled for. They were:

1. Students who had siblings under the age of six years.
2. Students who babysat children under the age of six years frequently (once a week or more).
3. Students who were involved with other children (excluding the above two variables) under the age of six years frequently (once a week or more).

The 't' test for differences of means between two independent variables was performed on the data. There were only four of the seventy-five students who had siblings, so no 't' test was performed. It was assumed that no significant difference existed between these students because of the numbers. The 't' test was performed on the remaining two variables of babysitting and involvement with other children. There was no significant difference ($p \leq .05$, $df = 73$, $t = -0.68$, $t = 1.63$, $t = 1.53$) found between students who babysat and those that did not. There was a significant difference ($p \leq .05$, $df = 73$, $t = -2.86$) between students who were involved with other children and those that were not exposed to other children (note scores on the test for reaction to children) (see Table 9). It was interesting to note that the means of the students exposed to children were higher on the test for reactions to children than those unexposed or uninvolved with children.

A two way analysis of variance was further applied to the data, to see if there was a significant difference between the other children factor and scores for each experimental group on each subtest. No significance ($p \leq .05$, $df = 1$, $F = 4.94$, $df = 3$, $F = 1.18$, $df = 3$, $F = 1.76$)

Table 9

Summary of 't' Test Differences for Involvement with Other Children

Variable	Group Means: Not involved with Children	Group Means: Involved with Children	df	t	2-Tail p
knowledge test	10.94	10.45	73.0	0.69	0.49
behavior test	22.06	22.29	73.0	-0.26	0.80
reaction to children test	21.19	23.50	73.0	-2.86	0.005

was found on any of the three tests. Therefore it is concluded that there were no interfering variables on the test scores.

Comparison of Data with Teacher's Rating Scale

Data from the test scores were compared with the information from the teacher's rating scale for the three experimental groups. No teacher's rating scale was obtained fromthe control group. Because the mean score of the three experimental groups was 58.34%, at the researcher's discretion, it was decided to place all students into three groups:

excellent group - 63% or more

average group - 54% to 62%

below average group - 53% or less

Using the above percentages the three experimental groups were divided as shown in Table 10.

Table 10

Scores of Experimental Groups

Group	Number of Students Obtaining		
	Excellent	Average	Below Average
extensive contact	2	5	1
minimal contact	7	4	6
no child contact	5	9	5

In order to test the reliability of the student's instrument a comparison was done between the teacher's placement (refer to teacher's rating scale, Appendix D) into the three categories of excellent, average and below average and total test scores and intellectual ability. Total

test scores were used because they appeared to be the only feasible, workable score.

A total thirteen students were placed in the excellent category by teachers; of these thirteen, seven obtained percentages of 63% or more; the other six all had percentages in the average category (between 54% and 58%). Of these thirteen students, ten were considered highly intelligent; two were considered slightly above average in intelligence, and one was considered average in intelligence.

A total of nineteen students were placed in the average category by the teachers, of these nineteen, thirteen obtained percentages between 54% and 58%. Two students placed in the below average category and four students in the excellent category. Of these nineteen students, five were considered highly intelligent; six were considered slightly above average in intelligence, and eight were considered of average intelligence.

A total of twelve students were placed in the below average category by teachers; of these, all twelve received below 54% as a total test score. In rating their intellectual ability, four students were considered very slow, two were considered slightly below average, five were considered average and one was considered slightly above average in intelligence.

It was from the above comparisons that the researcher concluded fairly good reliability for her instrument. It did, however, appear to be more correlated with the general teacher's categorization than with intellectual ability of the students, which the researcher felt was positive.

Summary

The analyses indicated no significant differences between varying amounts of child contact and knowledge, behavior and reactions to children.

Differences were found between the no child contact group and the control group in knowledge of child development. As well, differences were found between the minimal child contact and control group and the no child contact and control group in their behavior towards children.

There was no significant difference between those students who had siblings and those that did not. The 't' test indicated no significant differences between students who babysat and those that did not. However, there was a significant difference between scores of students who were involved with other children frequently and those who were not, in the reactions to children test. On further testing with a two way analysis of variance, this significance did not remain. And there was no significant difference between the groups and the interfering variable of involvement with other children.

There appeared to be fairly good reliability between the two instruments.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

Chapter five, which presents a summary of the study, includes a restatement of the problem, the procedures used in the investigation of the problem and the findings of the study. Discussion and conclusions are presented and the chapter concludes with recommendations for further research.

Summary

The purpose of this study, in a broad sense, was to find out whether real life experiences increased learning. In the narrow sense, the purpose of this research was to discover if degrees of child contact made any difference to knowledge, behavior and reaction to children. Three research questions were formulated to test for significant differences between three experimental groups and one control group.

Procedures Used in the Investigation

Three experimental groups and one control group were sought and found. A test was constructed to determine differences in knowledge, behavior and reaction to children in three Modern Living classes in 1976 - 77 school year. The test was administered by the researcher to all four groups. The teacher's rating scale was given to the three students. To test the research questions, use was made of the computer facilities at University of Alberta. To test for significance of differences between the group means on the subscore results, a one way analysis of variance with the Scheffe application, was performed. Further analysis consisted of 't' tests and two way analysis of variance for

interfering variables. An item analysis was done on the subtest for knowledge. Comparisons were done between groups on family make-up, favorite subjects and teacher's rating scale.

Findings of the Study

The results of this study imply that there are no difference in learning between students exposed to experiential learning and students exposed to theoretical learning. Real life experiences did not increase the amount learned, nor change their behavior. Further, it is now assumed, that the method of teaching, with varying amounts of child contact had little effect on knowledge, behavior or reactions to children. In summation, it appears that experiential learning was not superior to other forms of learning.

An interesting finding, however, is the indication that students enjoy their learning experiences more with extensive child contact than with minimal or no child contact. The extensive child contact group stated their favorite subject was Modern Living in seven of the eight cases. Neither of the other two experimental groups favoured Modern Living as much.

From the 't' test for interfering variables it was also discovered that those students exposed to children achieved higher means scores on the subtest, reactions to children, than those students uninvolved with children. It could be concluded from those results, that students involved frequently with children are more positive towards children than those uninvolved with children.

Discussion and Conclusions

The results of this study infer some difficulties in accepting the experiential learning theory. There were no differences between the

scores of the groups on any of the subtests, so even though the extensive child contact group spent many more hours in their learning situations. If the experiential learning theory is valid, then their scores should have been substantiately higher than scores from the other groups. Therefore one might consider questioning the simpliest assumption of the theory being applicable for all kinds of learning.

There are several factors which the investigator believes could have affected the results of this study. Perhaps the most serious uncontrolled-for factor was the teacher variable. No formal measure or observation was taken of these teachers. Several researchers (Brophy and Good, 1974, Good, Biddle and Brophy, 1975, Joyce and Weil, 1972) feel that teachers have such a great influence that a measurement of that influence should be included in any measure of classroom behavior. Good, Biddle and Brophy (1975) feel so strongly about this, they state:

> "The main point here is that inferences about effective teaching can only be made when the individual teacher is monitored. It is not enough to show that the children exposed to a new curriculum learn more than children in a control or traditional curriculum. Without observations of what goes on in the classrooms, we can only know that children are receiving the experimental curriculum as it is interpreted and implemented by the teachers, and this may or may not be what the designer had in mind." (p. 32)

Whether the teacher variable had an effect on this study is unknown. From the researcher's limited contacts with the teachers, it was noted that the minimal child contact group teacher was very enthusiastic. However, both the extensive child contact group and the minimal child contact group were in their second year of operations. Both programs were considered, to varying extents, experimental curriculums, so both

these teachers would have to be considered above average in creativity and enthusiasm.

Context variables are aspects of the learning situation and include formative experiences, pupil properties, school and community properties and classroom properties. These variables may not have been similar for all four groups. The formative experiences of sex, age and social class were similar. There may be some differences in the pupil properties of abilities, attitudes and knowledge between the groups. Because no teacher's rating scale was obtained from the instructor of the control group, their intellectual ability is unknown, and may differ from the other groups. These students being in their second year of their course have some obvious intellectual abilities that the experimental groups may not have in that they are in their first year of a course.

The school and communities are all similar, being urban and large in size. One school is a community school and thus could have some different philosophies about education. The classroom contexts did not appear to interact with the other variables.

Moore (1961, p. 65), found the use of filmstrips and other audio-visual aids assisted students in learning factual information. The filmstrips were probably more effective than observations for this purpose because selected situations were illustrated, and it was possible to analyze them immediately. The filmstrips could present situations, that were not easily presentable in a real life setting, therefore, more theoretical knowledge could be gained. It is possible that in dealing with real children, their behavior may not always depict typical reactions, thus confusing the students perceptions of various situations.

Question No. 3 of the first subtest on knowledge would be an example of the above possibility.

> Babies learn to sit, crawl and walk at certain ages. Which of the following is the most important reason for a baby's ability to do these activities at the usual age?
>
> a) opportunities to try things by himself
> b) encouragement from mother
> c) well developed muscles and nerves
> d) seeing older children do these things

If no real children were ever encountered, the answer is reasonably obvious, (c). However, with extensive child contact, a student would recognize that none of the four are incorrect, and all were possible answers. Answer (c) is just the best answer for without it the other three would not matter. This finding is supported by Moore in her study, in that direct observations confused factual knowledge gain.

Even though extensive work was done on the instrument to ensure reliability and validity, the possibility does exist that some very intangible differences do exist between the groups that were not measured or perhaps not measureable.

Recommendations for Further Research

Though there appears to be little support for what the researcher set out to investigate, there still exists a body of evidence and support for including child contact in a child development course. Therefore, the investigator contends that more research is required in this area. Further investigation might be conducted on the following questions:

1. Is there an instrument which can measure behavioral changes more accurately?
2. Do teachers have an affect on learning in a child development course?
3. How can actual understanding of actions of children be measured?

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HISTORY OF THE LONDONDERRY CHILD DEVELOPMENT CENTRE

TO ALL MEMBERS, PAST, PRESENT, AND FUTURE!

The history of the Londonderry Child Development Centre goes back to a fruitful encounter between M.E. Lazerte High School and some mothers in the surrounding area. It happened in the school year 1970/71 when the new High School was designated as a "community" school for a trial period of one year.

The interpretation of "community" included the idea of the school building serving as a meeting place for local groups. Two churches held services there on Sundays and the Parks and Recreations Department of the City of Edmonton, whose representative had an office in the school, arranged bookings for other activities which could take place in the evenings in the type of space offered. All this was sometimes referred to as the "community use" of the school. It was only a step beyond what was already happening with joint use of other schools.

A young mother in the neighbourhood, Virginia Sauve, happened to learn of the community school pilot project and became interested in it. She found out that the idea should really work in two ways; it should bring the community into the school and, conversely, the school into the community. It was an attempt to break away from the concept of the school as a closed-in unit and to actively involve students in immediate learning situations in the community.

Mrs. Sauve wondered how the community could be brought into the school in a beneficial way. As a mother at home with two small children she felt a need for stimulating contact with other adults. She conceived the idea of the school as a place where others like herself could meet for interesting activities while care was provided for their children. A

survey of friends and acquaintances revealed that such a facility would be welcomed. Further conversations with the school vice principal, Dick Baker, himself committed to the community school concept, led to the acceptance by the school of the idea.

In this way a group called M.E. Ladies was formed in January 1971. Help was hired to supervise the children in one of the school's carpeted music rooms and about twenty mothers held their first meeting. Also present were Dick Baker, the Parks and Recreations representative Kevin Pike, and the local community worker Leslie Bella.

It was proposed that the mothers meet once a week at the school and use their time by joining in any of the student activities that interested them. This, it was hoped, would promote interaction between community members and students. To give a few examples, mothers might play badminton, paint or learn pottery or participate in a language class. In a school that offered a wide variety of subjects it was theoretically possible to follow up almost any interest.

Some mothers began eagerly to attend classes, eventually registering officially in courses to continue their education.

Others felt awkward about joining in. Initially it was embarassing even to enter the school with small children in tow, so accustomed were we to viewing schools as foreign to all but students and teachers. For the more timid, definite programs were arranged for the weekly meetings.

The project was almost too successful. As word of it spread, more women joined, and this meant more children to be taken care of. Confusion was often the end result.

A few months after the advent of M.E. Ladies, a meeting was held with the object of discussing community school and formulating ideas for

further possible developments. Over fifty members of M.E. Ladies were present. Among the ideas that surfaced, two seemed to find support. One was to have a city library in the school, to be used by both school and community. The other was to open a day care centre in the school.

I was interested especially in the second, because I believed that young children's [illegible]ment could be stimulated by a good pre-school program. There see[illegible]ttle tradition of nursery schools in Edmonton and reg[illegible] centres were for working mothers only. Some arrangement that cou[illegible]mbine both full-time and part-time programs seemed to be an ideal arrangement.

For this reason, when a room in the school was offered to us for two mornings a week to institute a mothers day out program, as a possible prelude to the suggested day care centre, I agreed to take on the responsibility for its operation.

It was rather like jumping into deep water without knowing how to swim. As far as I was concerned, the exercise in itself was a failure, though it was popular with the mothers who used it. But it was this venture that led to the establishment of the child development centre.

Just as jumping into deep water might convince a person of the need to take swimming lessons, so the mothers' day out program taught me that good organization was needed to create even a moderately good program for children.

The facilities, materials and staffing of those first ventures at child care were all quite inadequate. One obvious difficulty was that no-one ever knew how many children to expect - there might be two or forty - in spite of attempts at taking bookings. Since each mother paid 50 cents for the care, which went to pay the child care worker, her earnings

would fluctuate enormously. Although High School students liked to help when they had free time the care could obviously not be adequate when the number of children was large. Another difficulty was that children of all ages, including babies, had to be catered for. In addition, there was no money for materials and the emphasis was on babysitting rather than providing a stimulating environment.

I became more interested than ever in creating a good children's program, and while M.E. Ladies carried on as before, Virginia Sauve and I turned our attention to the planning of a five day a week, two sessions a day pre-school program. A full-fledged day care centre which would provide both full and part-time care and eventually incorporate the initial programs was planned for a later date.

A casual look at the child development centre today can give no idea of the amount of organization and number of problems to be faced before it could exist in its present state. As many of these problems existed concurrently I shall try to divide them into the important strands and deal with each separately.

Our first hurdle in developing the centre was to make sure of having at least one room in the school for the following year, 1971/72. The community school pilot project was coming to an end and was in danger of being "dropped" by a sceptical school board. Action had to be taken to encourage its continuance.

Virginia Sauve and I wrote a brief to the school board supporting the community school project. We had to meet with members of the school board administration prior to our appearance before the board itself. We received no encouragement. The representatives with whom we discussed our brief varyingly expressed grave doubt at mothers wanting to leave children

at all and a sense of disturbance that the community should wish to be involved in decisions concerning the schools. One suggested, with a hint of disapproval that, carried to its logical conclusion, community involvement might lead as far as citizens wishing to decide the location of lamp-posts!

Our appearance before the board was no more promising. But we received no actual negative response, so after a little while we went ahead with our plans on the assumption that if they had not said "No", they must mean "Yes."

The number of decisions to be made at this stage was overwhelming. How long should the program last? What fees should be charged? How should the centre be publicised? What registration procedures were needed? Where would money come from for supplies and equipment? How should we choose these? Who should be hired to teach? How much should a teacher be paid? What age limits should be set for the children? What requirements must be fulfilled to obtain a licence to operate?

None of us had any experience to help us. Our little group consisted of between four and six people - the number fluctuated as people joined or left the group.

Luckily, Howard Clifford, then Day Care Director for the City of Edmonton, was very interested in what we were attempting. The idea of a community run day care centre really appealed to him. He attended not only the meetings specifically for the planning of the day care centre, but also those early ones at which we evolved the basic structure of the child development centre we have today. It was Howard who suggested the name Child Development Centre. Londonderry was my addition since the Londonderry Shopping Centre was soon to be built nearby. Incidentally

this name caused some confusion because the Junior High School is also called Londonderry and a lot of our mail, especially bills for some reason, used to be sent there by mistake.

Howard's help was invaluable in our early groping about for answers to the many questions. Another helpful source of information was visits to Glengarry Day Care Centre, the Montessori Schools, and the University Kindergarten.

Many of the decisions we made then about the organization remained in force a surprisingly long time. The fee schedule stayed the same until very recently. The sessions still last two and a half hours, and the program still caters for children from two and a half years to school age. The philosophy of creative play, though made more explicit, still stands. The registration forms, adapted from those of Glengarry Day Care Centre are only just being revised. And most important, parents still administer the centre.

Another fact that might surprise people now is the extremely low amount paid to our first two part-time teachers. They took on the job at $250.00 per month! That is one thing that has changed considerably I am happy to report.

To solve the problem of equipment we collected $200.00 in advance fees. With this we were able to at least avoid having an empty room when the first children came. The remaining equipment had to be purchased as money became available. Now that we have more equipment than space to put it, it is amusing to recall a frantic Saturday morning making stools out of apple-juice cans to make up for the lack of chairs!

The program was licensed with the Department of Health and Social Development as a day nursery, and not with the Department of Education as

a kindergarten, because our teachers did not have Alberta teaching certificates. This fact became significant about two years later when we were applying for funding.

By the end of September 1971 we were ready to hold the first general meeting of parents. We had circulated publicity sheets and registered enough children to begin a morning program. The parents of these children attended in full force, eager to hear more about the program. I do not think many of them realized at first that this was entirely a community endeavour in which they would have to participate to ensure its success. Although we stressed this over and over again, many were still inclined to view it as a service provided by someone who was being paid. This attitude was the cause of some conflict between board members, who had to work very hard in the early stages, and general members who freely criticised numerous aspects of the operation, but refused to even attend a meeting to rectify problems. This was so distressing that the board seriously considered interviewing all parents before they were allowed to register children, and accepting only those who were prepared to commit themselves to the sharing of responsibility. This was not done in the end because of the great amount of time it would take.

At the first general meeting, however, the prevalent mood was one of optimism. The few of us who had done the ground work were glad to see a board of directors appointed, hoping by this means to have the load spread a little. The constitution, a slightly altered version of the Down Town Day Care Centre's constitution, was adopted. Had we know how carefully we would be referring to this document less than a year later, we might have spent more time working on it.

As it was, full of enthusiasm, we prepared to open the centre's

morning program in the middle of September. That first morning was a strange experience. I had been so engrossed in visions of what I wanted the centre to be, that I only now realized that it was at last in existence outside my own head where it was rather more difficult to control! I felt then, that now it was launched it would simply take on a life completely independent of me. I was not previously a great joiner of groups and had no particular ambition to become highly involved with one. For this reason, perhaps, I had consented to become Vice President, believing in my innocence that this would be an absolute sinecure. I had also agreed to choose and purchase equipment, since this interested me.

I was certainly not prepared for the deluge of problems that now struck the operation, necessitating more than minor involvement of my part.

Looking back it is easy to see that any group attempting what I now realize was an ambitious project without any experience at organizing anything, is almost bound to run into difficulties.

The first one was that the new board began to fall apart. No-one knew what to do, and individuals were becoming frustrated because they could not carry out their jobs. After one month, Virginia Sauve who had become president, resigned. I now found myself president, a position I had never wanted. I did not know how to run a meeting and I dislike speaking in front of more than a few people.

On the other hand, I had a firm belief in what we were trying to achieve and could not see the work done so far wasted in a failed enterprise. So, with mixed feelings I set about trying to create order out of chaos. Jobs were defined more closely and ruffled feathers smoothed to a certain extent. I found that an ability to listen was more important than an ability to speak at this stage.

But it was impossible to achieve real calm because there arose a bitter conflict between board members over the actual children's program. There was a high degree of disillusionment among the majority which led to a tense relationship between the board and the teachers and also among board members themselves who did not all agree that the program was failing. Negative feelings simmered away below the surface and the atmosphere at meetings became highly charged and very uncomfortable.

On the advice of our local community worker, Leslie Bella, I called in a group dynamics leader to meet with the board and teachers. This meeting was a great help. Parts of it dealt with the dynamics of holding a meeting - such things as how to deal with impossibly long agendas, a problem that plagued me a great deal and how to ensure that everyone expressed his or her true opinion on matters under discussion, instead of going home and telephoning me furiously the next day to tell me what he or she <u>really</u> thought.

Related to this last aspect, the other part, desperately needed by our group, dealt with communication in general. In various game situations which were set up for us, problems of communication that had been dimly perceived by us were brought into sharp focus. It became very obvious that one of our teachers was unable to function in the type of cooperative effort we were attempting. This in turn was producing anger and frustration in everyone concerned.

In retrospect it should have been quite simple to solve this problem. At the time it was not at all easy. In our initial ignorance we had neglected to draw up a contract for our teachers. It was simply assumed by them and us that they were hired for a year. But the greatest obstacle that a strong and vocal minority did not agree that the attitude

of the teacher was a problem. Attempting to change anything would inevitably lead to an angry clash, that might bring the whole delicate structure collapsing about our ears. I felt nothing should be done until the end of the school year when we would have more time to repair the breaches.

We continued uneasily until April with frequent stormy outbursts. During this time I had to learn the trick of taking my phone off the hook to get some peace at home.

In April, when we discussed the teacher contracts for the following year we faced the inevitable battle. The majority of the board voted not to rehire the teacher. Dissident members, angry at the decision, sent a letter to all the members, accusing the board of gross mismanagement of the society's affairs and demanding a discussion of their letter at the next general meeting, only a few days hence. The program for this meeting was already arranged, with a guest speaker to give a presentation.

It was at this time that we had to refer closely to our constitution in order to proceed properly in organizing a special meeting to answer the charges levelled against the board. The outcome of this meeting was the passing of a motion ratifying all of the board's actions to date. The dissatisfied members formed their own splinter group and everybody could breathe again.

During the summer of 1972 the board was able to accomplish a lot of useful work. The previous year, harrowing though it had been, had taught us a good deal that was valuable for the future. For myself, I had found it necessary to learn basic parliamentary procedure and had gained insight from the group dynamics sessions which made running a meeting less like traversing a heavily mined field.

The remaining board now formed a very cohesive unit, ready to work together. As individuals we had learned a lot about pre-school education from speakers, films and discussions at general meetings held regularly through the year.

Most of all, we knew the pitfalls, having experienced, I am sure, every possible one, and were quite determined to avoid them all.

We produced a completely revised set of by-laws. Heavy reliance on the previous ones had shown up glaring weaknesses.

We evolved a written philosophy, so that no-one registering in the program would be unclear as to what it intended to do and what it did not intend to do. It also provided a guide for any teacher we should hire and a criterion for deciding whether a teacher was, or was not fulfilling the expectations of the society.

Another important document produced was the contract which laid out teacher responsibilities and conditions of work.

A written description of the qualifications required of a teacher and a list of interview questions aimed at discovering whether these qualifications were met was also drawn up.

The emphasis now was always on written documents that everyone could refer to. We had discovered the usefulness of these when, as a follow-up to the group dynamics meeting earlier in the year, everyone in the society had participated in devising a communications and areas of responsibility chart. This had proved an invaluable tool in many of the day to day problems. It cleared up many of the "gray" areas that existed in the new parent-run operations where teachers, board members, and general members were sometimes unclear as to where exactly they stood. Everyone was given a copy and reference to it helped prevent many difficulties.

We had decided it would be easier to have one full-time teacher, as two part-timers do not always agree on rather basic matters such as how the room should be arranged.

Shirley Witholt was hired to teach for 1972/73 and her enthusiasm together with our newly-acquired expertise launched the program on a very successful second year of operation.

With the program at last running smoothly we could turn our attention to outside matters for a change. One of these was a submission to the Worth Commission on Education; in this we suggested that funding for pre-school programs should universal, but that the programs themselves should not. By this we meant that rather than have one set program administered by a school board, the government should encourage and fund original programs set up by interested individuals and groups.

We were quite elated when, later in 1973, the new Early Childhood Services program was announced, in which this policy was to a certain extent adopted. Under ECS a private, non-profit operator like our group could qualify for funding, beginning in September 1973 for 4 1/2 to 5 1/2 year old children.

There were some ECS policy statements that we disagreed with; for instance private operators were to receive less money than school boards, but the general philosophy of ECS tended to support what we were doing in the actual children's program. It also stressed very strongly a high level of parent involvement as being a desirable, and indeed a necessary qualification for funding. We decided to apply for ECS funding for the following year.

Our elation lessened a little when we read through the seventeen page long application form with its seemingly incomprehensible questions.

Undaunted we pressed on, calling many meetings and asking many resource people to help us fill out the form. It was submitted and we waited hopefully.

Then came the bombshell. The reply from ECS was to congratulate us on our excellent program but to say that we could have no funding. The reason was an ECS policy statement which stated that only those kindergartens which had been licensed as kindergartens prior to January 1, 1973 could receive funding. In our first year we had, as I have mentioned, been licensed with the Health and Social Development Department as a day nursery. This was because our teachers did not have teaching certificates. The second year we kept up this licence, but also applied for a kindergarten licence with the Department of Education which was needed in order for our new teacher to receive accreditation for her work with us.

For some reason unknown to us, our licence was slow to be processed. We discovered later that some of the important documents had been misplaced as the new ECS department took over responsibility for this licensing. We therefore did not receive our kindergarten licence until shortly after the January 1st deadline, and so were being denied funding on a technicality.

The principle that we should receive funding now became more important than the actual money at stake. We were, as far as we knew, the only independent parent group in the city that had applied for funding. All the other groups had opted to go under the school boards. And yet ECS emphasised parent-involvement. No other group had more parent-involvement than ours. In this regard, we also felt it vital to protest the inequitable treatment of private, as opposed to school board kindergartens, which, as I have said, were to receive more money.

We entered into a long correspondence with ECS over our own situation, and in order to react to ECS policy from a broader base, some of our members joined an Edmonton Social Planning Council task force to study and comment on it in a brief to the Provincial Government.

On our own behalf we wrote many letters and received many replies, always referring us back to the ECS policy statement and ignoring the reasons why we felt it should not apply in our case. Finally we resorted to political pressure by asking the help of our M.L.A., Dr. Bert Hohol. Thanks to his intervention we were at last, after six months of efforts, the delighted recipients of a letter saying that there was no longer any hindrance to our receiving funding and we could arrange a meeting with ECS to discuss our proposal.

By this time the Director of ECS, Dr. E. Hastings was almost an old friend so I telephoned him and we agreed that there was really no need for further discussions; we would receive the funding. It was for four children, the only ones eligible that year.

At this point, in October 1973 the beginning of the third year of our operation, I felt it was a good time to resign as president. I had wanted the program officially recognized and that, to me, meant receiving the funding. It would not have mattered if it had been for one child only. I was happy to remain on the board and equally happy to see Hazel Krywolt become the new president.

The brief that the Social Planning Council task force on ECS sent to the government strongly recommended, among other things, that private operators receive the same grant as school boards and that the requirement of having a kindergarten licence by January 1, 1973 (eight months before any funding became available) be dropped. Both these measurers

were eventually adopted by ECS.

I said that I would try to pick out the important strands in Londonderry Child Development Centre history, rather than attempt a purely consecutive account. For this reason I want to go back briefly to explain what happened to the grandiose scheme of building a community-run day care centre which was planned to incorporate the existing part-time program.

There were several reasons for going ahead with this plan. One that people can still appreciate in 1975 was that the centre's room in the school was far too small. The school could not offer more space, but to keep the community school relationship, of which I shall say more later, we wanted to build on land adjacent to the school.

The day care centre was to include full-time day care and part-time pre-school programs. It was planned very carefully over many meetings and a proposal was drawn up to request funding of the day care operation through the City Social Services Department. Splendid architectural drawings were included, done by one of the society's members who agreed to be paid only if the project was carried through.

The proposal was accepted for funding. This meant that the operational costs, including mortgage repayments would be covered by a grant from all three levels of government. We would still have to raise the necessary down-payment for the building, about $10,000 at that time.

We next had to receive a building permit from the Parks and Recreations Department and the School Board. First we tackled the Parks and Recreations Department. They turned down our proposal on the grounds that they did not want buildings on park land. We took the matter one step further to the City Commissioner. Here doubts were expressed as to our

ability to raise the money. We had been investigating possibilities for raising the sum needed, but had not wanted to go too far along with these until we had permission to build. Again it was refused.

We could have gone further with a brief to city council. I feel sure this would have had a good chance of success in view of our area's great lack of day care spaces. But it was about this time that our group split, at the end of the centre's first year. Some of the most enthusiastic proponents of the day care project left the group. There was a feeling that we should go ahead, but no real impetus, as everyone in the group was quite happy with what they already had. We explored various alternatives to a building but came to a series of dead-ends. We made attempts to involve people with a specific interest in day care, but no-one emerged who was prepared to push the idea ahead. Now, four years later, another group has succeeded in at least extracting the promise of a day care centre in our area.

Another important strand of L.C.D.C. history is the community school relationship. You may recall that the centre had its beginning in a community school pilot project. Although our brief to the school board on this question received [illegible]esponse, the board did eventually produce a community school policy, giving some favour to the idea.

We had always been interested in more than just using space in the school. One of our explicit aims was for the centre to have a mutually enriching relationship with the school. Just by having small children in the same building as High School students an opportunity was created for the two groups to become used to one another at least. But we had visions of more than just casual interaction.

During our first year there were too many problems for the com-

munity school relationship to be more than wishful thinking. The second year we created the new board position of community school coordinator, whose job it would be to find ways of making this wish a reality.

Several successful encounters took place this year. Some High School students contracted to work in the centre regularly, studying child development for which they receive credits as for any other course.

An English class was encouraged to try its hand at writing children's stories, with a real live audience to try them out on!

Physical education students enjoyed applying what they had learne about group games by taking the children into the gym to teach them. Parents were delighted by two excellent video tapes of the pr[illegible]m produced by one of the High School students.

As a result of these and other activities, several students had to revise their ideas of what little children are like. In other words, they learned something. And the children added a new dimension to their experience by being exposed to new people and new ideas.

This was a foretaste of what could happen when everything ran smoothly. But, things did not continue to run smoothly. At the end of our second year we again had to find a new teacher as Shirley was expecting a baby. We appointed some one in good time, but two weeks before school was due to open, she asked to be released as she had been offered a contract with higher pay. We managed to find another teacher just in time but she decided that the job did not suit her. Carefully built up relationships with the school began to crumble and when, after Christmas in the third year, we again had a new teacher all the work had to begin again. This time we struck lucky. Margaret Leeuw, who is still with us, obviously possessed the enthusiasm and the skills necessary to make a success of

the program. Once again we could begin to build, with most of the emphasis at first on the program itself while the community school relationship remained relatively in the background. During the next year, 1974/75 we discussed how the community school relationship could be enhanced. We still had students working in the centre and this seemed to be successful. But apart from this not very much was happening. Then the project received an unexpected boost from a seemingly unrelated quarter. In an attempt to upgrade Margaret's salary, a project undertaken by this year's president, Bonnie Foskett, there arose a great deal of discussion about fees. These had to be raised, but how long could they keep going up before registrations would begin to be affected? Did we want to restrict this program to the very affluent? This might happen if we had to raise the fees to a level which could support a properly paid teacher.

Bonnie's suggestion, that we should apply to ECS for extra funding as a pilot project, seemed to offer a possible solution to this dilemma. Although funding was being received for 4 1/2 to 5 1/2 year old children, the majority of those registered were younger and had to be paid for by parents.

A proposal, stressing the family grouping idea of the program and its unique position in a community school, was sent into ECS. This was followed yp by a discussion with Dr. Hastings who stressed the need for something really new to qualify our program for acceptance. The government would be unlikely to provide funding on the basis of the present proposal.

Recalling the discussion about the flagging of the community school relationship, I wondered if we could not expand our proposal to include student education in child development and aspects of parenthood. With children actually in the school, field experience would not be difficult.

The response to this idea was enthusiastic and we agreed to discuss it with Dick Baker, who had now been principal of the school for several years. If he was in favour of the suggestion we would submit another proposal. It was Dick Baker who, in his commitment to the community school concept, had supported the earliest efforts of M.E. Ladies. We were correct when we assumed that he would be receptive to this new idea. He warmly welcomed it and put us in touch with Rynie Stewart, the Home Economics Head of Department under whom such a course might take place.

Together with members of the society Rynie put together an outline for a course on child development. Everyone who worked on the preliminary planning of this course was excited about its inherent possibilities. Ideas such as having students on the course assigned to one of the society's families so that he or she could study the child and his home environment at first hand and having adults from the community registered as students in the course gave a glimpse of the community's heightened school involvement that could be achieved. If it went through this program could be unique in Alberta, if not in Canada. A new proposal was quickly written and submitted to both ECS and the school board. Meanwhile students were tentatively registered in the course, which was to be known as Being and Becoming.

After the usual delays and frustrations, we again had to arrange a meeting with Dr. Hastings. Seemingly our proposal had never been received! At this meeting we showed him the proposal. He displayed a keen interest in it and promised to send it up through the proper channels. We left, feeling very optimistic. The next day a rejection of the proposal was received from the school board. But all was not lost. If ECS accepted it, it could still go through, though the school board rejection would

make ECS acceptance more difficult.

I am delighted to be able to conclude my part of this hist th the news that the proposal has indeed been accepted. Thanks to the p- sistence of Rynie and Jackie Polowy, our new community school coordinator, and the efforts of Dr. Hastings, the society will receive $10,000 towards our teacher's salary, plus money for materials and to pay for the supervision of the Lazerte teacher who will teach the course. I wish this year's president, Lorne Yacuk, all the commitment and enthusiasm from the society members that will be needed to make this new venture a resounding success. I hope this history will show, if nothing else, the intrinsic value of community endeavour. Many people and talents have combined to create an organization that has had, and I am sure will continue to have, an impact both locally and beyond its immediate setting.

In addition to its undoubted benefits to our children this program has had the important effect of showing the adults involved that we do not have to wait hopefully for us to give us what we want, but that we ourselves can create something designed to meet our needs to those of our community.

June Henry
August, 1975

At the request of the 1976-77 Londonderry Child Development Society members, and with the permission of June Henry, I will update the Londonderry Child Development Society history.

Jacky Polowy
August 1977

The first year of the Being and Becoming program proved to ba a great success. Perhaps the greatest surprise of all was the enthusiastic interaction between some of the high school students and the parents of

the pre-school children. Classroom work with the pre-school children led to varied outside family contacts at home and in the community. The grand climax was a camping trip planned by the Being and Becoming students involving all the family levels interacting in the program - small children, teenagers and parents. Of the - registered high school students, - decided to stay in the Being and Becoming program as Modern Living 30 students. A consensus of opinion among the participating students was that they had benefited greatly from the experience of in-depth work not only with small children but also with adults. Rynie Stewart was awarded the Hilroy Foundation Award for the creation of the Being and Becoming program.

After such a successful year, the Londor , Child Development Society members anticipated great things! Hope e Society would be able to assist in the implementation of new programs like its own in the province. Correspondence from other interested parents i Alberta indicated such interest was there. Unfortunately, the continuation of funding for the project was not forthcoming for the 1976 - 77 year. The official refusal from ECS stated that the government would not allow for a downward extension of funding for children under the ages of 4 1/2 - 5 years. This was an incredible statement for the Londonderry Child Development Society, since we had requested funds for the continuation of an already approved existing funded program.

It was unanimously decided that with or without government funding, and in spite of inherent difficulties, the Society would continue to support the Being and Becoming program since there were - interested students enrolled, and since the course had proven educationally viable and was obviously the perfect vehicle for community - school involvement. Under the direction of Judy Menzak (Rynie Stewart was granted a sabbatical

to finish her masters degree) the Londonderry Child Development Society and the Being and Becoming program again successfully completed another year.

Many problems of the first year were "ironed out" and greater interest was generated in the school about the presence of pre-school children involved in school affairs. Through the support of Judy Menzak and Dick Baker, and due to the internal cooperation of inter-school departments the Londonderry Child Development Society looks forward to having a new and larger classroom for its operation in 1977-78. The Londonderry Child Development Society has also inaugurated the June Henry Art Appreciation Award to be given to a Londonderry Child Development Society child who shows exceptional talents in the arts.

As of August 1977 the organization of the new school year is completed. However, many problems face the Londonderry Child Development Society - without a totally full complement of 15 pupils in each daily session the Londonderry Child Development Society will be in serious financial difficulty. Funding from ECS for the 1977-78 year will not be forthcoming.

It is with optimism that the Londonderry Child Development Society approaches its 7th year of operation. Undoubtedly we must extend our thanks to Margaret Leeuw for her unquestioned support of our aims and beliefs. There have been many problems and struggles. There have been many triumphs. We are determined to continue our program and to hopefully influence the direction of pre-school programs elsewhere. Yes! "being involved" has meaning in today's society!

RESEARCH PROPOSAL

Being & Becoming

I RATIONALE & OBJECTIVES

The words process vs. content and being vs. becoming are very important in the rationale for Being and Becoming. The following are some excerpts from the Worth Commission Report to help explain the words and help understand the rationale.

> "Schooling has been influenced by a kind of residual theory. According to this theory, our educational system ought to do those things that other institutions, like the home and church, are unable to do or have relinquished. The justification for enlarging the scope of the school's effort has related to its universality and potential effectiveness as a means of socialization. Preparing persons to fit into our society and stimulating their interest in movement up the social-economic ladder have become central goals of our educational system." (page 45)

> "Certainly the process of solving problems is highly complicated. So is living - if you think about it. Learners should think about it and the problems in living which they identify should be used as learning exercises. These problems should be real rather than counterfeit, whole rather than fragmented, and they should stem from major areas of human concern. Problems of this fashion present double dividends - learning about process while learning about life." (page 172)

We as teachers, often forget that how we learn (the process) is more important that what we learn (the content). Curriculum guides are filled with what a student should know. Yet, if these students learn how to solve life problems, than any content they wish to master, they could. The process being harder to master than the content, but while doing the process many rich, personal, growing experiences can and should take place. "Learning is living" and living is exciting, yet so often learning is not - why? One reason can be that we stress what is learned more than how it is learned.

Being implies having arrived at what ever position and staying

there, a stationary word. Becoming implies changing, growing, doing. It has been said that the term "human being" is not accurate because we, as people, are ever-changing, ever-becoming, so the term human becoming fits more appropriately. One of the goals of education is to be becoming; is to be changing. How we as teachers enhance that, is not always easy. This project hopes to achieve "process" and "becoming."

Keeping the above in mind, there are specifically three interrelated problems for which there is much evidence:

1. The primary problem is the lack of training to become a parent in our society. Many young parents have expressed their feelings of inadequacy in understanding their own child's needs and behavior in the early years. There are few means today for young people to observe and actually become involved with children and gain these understandings. High school students often become parents within a short time of leaving school. Hence, there is a need for high school students to have an opportunity to arrive at some understanding of the development of pre-kindergarten children.

2. The ability to communicate is also essential to family existance. The lack of communication skills is very much related to family breakdowns. Hence, there is a need to improve these skills.

3. The lack of knowledge of community resources is also a problem. Many resources would be of great assistance to young parents if they knew of and about them. Hence a need for information.

Although such a program would not aim to solve all the problems which might be encountered in later parenting, it would provide an opportunity for students to become aware of how young children develop and provide them with some insights into family relationships.

Further the rationale for this project is a belief in a statement

the Edmonton Public School Board made in 1971. It is as follows:

> "To the end that no child is ever a failure and no school ever fails in its obligation to the student, the school must be committed to providing success experiences, strengthening self-concepts and promoting societal needs.
>
> Humanizing the school and personalizing instruction begins with a profound faith in the infinite value, dignity and worth of the individual and of his society and a conviction that the basic purpose of the school is to help each child make two important journeys -- the first within himself, to find, understand and ennoble himself, the second outside himself, to discover and enhance his community."

Objectives:

(a) Terminal Objectives:

1. to meet the curricular requirements of Modern Living 20.
2. to develop a greater awareness of certain aspects of family life for the person taking the course.

(b) Enabling Objectives:

1. to design and field test a course in child development and child rearing practices which focuses on:
   a) stages of child development
   b) the different patterns of child rearing
   c) the socialization process of children
2. to gain greater understanding between adolescents and adults by improving their communication skills and by working together.
3. to develop greater awareness and knowledge of community resources which exist and the ability to local needed resources.

II PEOPLE INVOLVED

1. M. E. LaZerte draws from an area with a large number of social problems associated with social disorganization and deprivation. Evidence of this is found in studies of our areas which notes large numbers of high density

housing, area of highest prevalence of single parent families, no or little recreational facilities, high crime and many more societal problems. Many of these problems stem from lack of knowledge and ability to cope with the realities of the social and economic environment at the family level.

2. Specifically the students are 16 - 18 years of age and range from working, low to middle class socioeconomic backgrounds. Though M. E. LaZerte Composite High School is an urban high school, it draws approximately one quarter of its population from rural areas.

3. The pre-school students and their parents will be the main resource used by the high school students.

III DESIGN

M. E. LaZerte Composite High School Home Economics Department in conjunction with the Londonderry Child Development Society wishes to initiate a parenting-child development program entitled "Being and Becoming", this September as part of its adult-student community education program. This program would be a full year, five credit daytime course (Modern Living 20) with flexible timetabling to accomodate both adults and high school students. We are, therefore, requesting monies for one year, September, 1975 to June, 1976.

Due to the fact that the class composition of adults and high school students will necessarily encompass diverse ages, levels of interrectual development, and interests and understanding in child development, the curriculum planning of such a course will have to be flexible, on-going and unstructured. Much of the planning would be initiated after the class convenes in September. It is proposed that discussion sessions between adults, students and instructors where ideas

can be shared, discussed and evaluated, should provide the basic framework for the course content and lab work to be undertaken. From these experiences, further goals and objectives can be formulated. Field specialists, parent members of the Londonderry Child Development Society, special guests and a multi-media approach in general will form the basis of the combined group sessions.

The Londonderry Child Development Society is a parent operated Kindergarten approved by the Early Childhood Services Department. Currently in its fourth year of operation, it operates at M. E. LaZerte on a full day basis (two half-day sessions) under the supervision of a fully qualified teacher who has a B. Ed. degree with an early childhood major.

There are 40 children ages 2 1/2 - 5 years currently enrolled in the program. The class enrolment for the morning and afternoon sessions never exceeds 14 pupils. As this is soley a parent operated program, parents on a roster basis, assist the teacher as aides each day and provide a nutritional snack for the children.

The participating students will have time blocks made available whereby they will have the opportunity to gain first hand practical experience in working with and observing the development of pre-school children. The Londonderry Child Development Society Kindergarten will be available in the school as a human resource centre for observation. This will be a unique experience for both the adults and the high school students, where they will observe and work with children from ages 2 1/2 - 5 years, over a period of one year. It is hoped that the students will conduct child studies as a part of their lab work, thus enabling them to have a greater understanding of individual children. In addition, the

students will have field work experiences (visiting in the homes of the children they are observing). They will thus have opportunities to know the community and the parents of the children involved in the Londonderry Child Development Society program.

The following time line will apply to the project:

June 30, 1975 - project approved by Department of Education

August, 1975 - final registration of students

September 4, 1975 - initial encounter, start planning according to everyone's needs, and according to prescribed course content.

September 30, 1975 - finalize content and grading procedures. Start working with children and families of Londonderry Child Development Centre.

November 7 & 8, 1975 - weekend workshop on transactional analysis - open to both students of course and parents of the Londonderry Child Development Centre.

March 15, 1976 - weekend workshop on communication skills.

IV COST

The Alberta Department of Education (early childhood services) have granted the following monies for the project:

1. $1,500.00 - for materials, books, resource people, weekend workshops.
2. $2,330.00 - for 1/7 teacher time for curriculum development and implementation.

V SIGNIFICANCE

This project is unique in the province of Alberta because:

1. it injects a new dimension into the high school program. It will place young children, teenagers and adults in close and continuous contact

and emphasize to the teenagers the educational importance attached to a knowledge of children.

2. it is a joint venture of a high school and a child development society.

3. it is a high school project but funded by the Early Childhood Services of the Provincial Government.

4. it is a practical course stressing "doing" and "involvement".

The project is most significant because it endeavors to intertwine three different life stages; pre-schooler, High School students and adults into a learning situation.

Teacher Rating Scale

To be used in conjunction with the Child Development and Parenting Test.

Please express your opinions about the students writing the Child Development and Parenting Test on the attached page. Rate each student either 5 - 1 in each of the four categories, where 5 is excellent, 3 is average and 1 is below average.

The categories are as follows:

1. Enthusiasm

5 (excellent) - always positive
- always doing extra little things
- always tries to volunteer
- work indicates exceptional preparation
- always coming up with ideas
- always helpful

3 (average) - usually positive
- occasionally volunteers to help
- sometimes helpful
- some preparation usually done
- occasionally comes up with ideas

1 (below average) - always negative
- is passive
- usually depressed or gloomy
- never helpful
- never volunteers
- never prepared

2. Maturity

5 (excellent) - very cooperative with all people
- thinks of others
- very consistant in all her dealings
- deep understanding of people

3 (average) - is cooperative most of the time
- often thinks of others
- usually consistant in most of her dealings
- has some understanding and sensitivity of people

1 (below average) - is often upset
- acts out in class, is very disruptive
- always in trouble
- very bothersome
- always needs attention
- thinks she's always treated unfairly

3. Responsibility

5 (excellent) - always prompt to class and with assignments
- always prepared
- daily duties are initiated without reminder from teacher
- very trustworthy

3 (average) - usually prompt to class and with assignments
- usually prepared
- sometimes needs to be reminded of duties
- usually trustworthy

1 (below average) - never or seldom completes work without many reminders
- often late for class
- always needs to be reminded of duties
- seldom prepared
- not trustworthy

4. Intellectual ability

5 (excellent) - work indicates familiarity to subject
- always understands after initial explanation
- reasons very well
- comprehends new situations quickly
- is able to conceptualize

3 (average) - work indicates some familiarity to subject
- more than one explanation is usually required
- usually reasons well
- comprehends new situations more gradually
- can conceptualize to some extend

1 (below average) - has little understanding of subject
- seldom understands, even after many explanations
- has trouble reasoning
- has trouble comprehending new situations
- has very limited ability to conceptualize

student	enthusiasm	maturity	responsibility	intellectual ability
example: X	5	3	4	1
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
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13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				

As well, would you please place your students into <u>three</u> general groups as to overall performance.

General groups are:

Excellent

Average

Below Average

Child Development and Parenting Test

There are two parts to the test. Part A is multiple choice. Part B is questions related to you specifically. They are either factual or related to how you feel.

Parts A and B deal with pre-school children only.

PART A - SECTION I

The following questions are multiple choice. Circle the letter in front of the answer which you think is correct.

EXAMPLE:

Most cars have a specific number of tires.

How many tires is this?

a) 1 tire

b) 3 tires

c) 4 tires

d) 2 tires

Only one answer please!

Level of Difficulty (in extreme right margin)

	D Values	
1. A two year old's problem of sharing a toy with another child can be solved most easily if the two year old a) is physically forced to leave the toy he is playing with b) is allowed to keep the toy until he tires of it c) is told he can have a turn later d) has his attention diverted to another toy or activity	0.47	0.67
2. Which play activity is most likely to appeal to the average two year old child? a) an activity appealing to the senses (making mud pies) b) a small motor activity (cutting out paper dolls) c) a large motor activity (jumping rope) d) an activity appealing to the imagination (playing school)	0.11	0.79
3. Babies learn to sit, crawl and walk at certain ages. Which of the following best explains a baby's ability to do these activities at the usual age? a) opportunities to try things by himself b) encouragement from mother c) well developed muscles and nerves d) seeing older children do these things	0.21	0.23
4. As a child grows older (up to six years), a) he experiences a greater range of emotions b) he has less control of his emotions c) his emotions aren't as important to him d) he experiences fewer emotions	0.21	0.82
5. Three year old Bobby was building a block train. When another child approached as if to join the project, Bobby said, "no, no, Donny, you can't" and pushed Donny away. What best explains Bobby's behavior? a) children are frequently not friendly at that age b) Bobby probably has not been told about sharing yet c) many children are negative and stubborn at this age d) most children at Bobby's age are not yet able to share easily	0.35	0.81
6. Which of the following would most likely be damaging to a child? a) give the child a choice only if you really mean to give him a choice b) honestly answer the child's questions c) compare one child with another d) don't make fun of the child	0.60	0.65

7. The most desirable environment for a child is provided by 0.40 0.76

a) the best play equipment money can buy
b) playmates of similar economic level
c) parents who are willing to sacrifice for the benefit of their child
d) a sympathetic, encouraging, understanding atmosphere

8. A child in pre-school is learning how to put on his boots before playing outside in the snow. Assume that the boots are large enough to be put on without difficulty. Which of the following is least likely to help the child 0.51 0.64

a) watching other children who already know how to put on their boots
b) satisfactory efforts on his part
c) the clear careful directions given by his teacher
d) unsatisfactory efforts on his part

9. The least important thing to keep in mind when telling stories to young children is to 0.30 0.32

a) ask the children for suggestions about characters and topics
b) tell stories only at the time designated for storytime
c) place a time limit on the story period
d) keep the plot of the story simple and uncomplicated

10. Generally speaking, the consistency of tempera paint depends on the childs manipulative abilities, therefore the consistency of tempera paints should be 0.15 0.44

a) creamy thick
b) watery
c) watery at the top of the container, thicker near the bottom of the container

11. Which of the following play materials is most likely to encourage dramatic play in five year old children 0.43 0.56

a) a tub of water
b) puzzles
c) crayons and paper
d) a can of shaving cream, a brush and a bladeless safety razer

12. In reading stories to a group of pre-schoolers what practice will be most helpful in holding the children's interest 0.25 0.85

a) have only stories that are simple and brief
b) allow children to make suggestions as to their choice of a story
c) have the reader sit on the same level as the children
d) all of the above

13. Additional safety precautions are needed in the kitchen when there are young children in the family. Which of the following is NOT an appropriate safety rule — 0.61 0.57

a) wipe up spills when they occur
b) keep pot and pan handles turned toward back of range
c) store cleaning supplies under the sink and out of sight
d) close cupboard doors and drawers immediately after use

14. An examiner gives a 2 1/2 year old child four graduated blocks. The child arranges them in order of size, calling them "Daddy, Mommy, Big Brother, and Baby Sister". He most likely does this because — 0.52 0.64

a) his concept of size is personal and hasn't yet been generalized
b) he actually sees the blocks as people with faces
c) he would like to be able to manipulate the family as he does the blocks
d) he is afraid of the examiner and lonely for his family

15. Which of the following is the most likely reason why a 10 - 14 month-old infant shows wariness of strangers — 0.26 0.31

a) he is insecure and fearful
b) he is discriminating family from strangers
c) his parents are overprotective
d) the strangers are hostile or unpleasant

16. A five-year-old says he's going to draw a flower but draws a house. The discrepancy between what he intends to do and what he does is evidence of — 0.62 0.52

a) a young child's lack of predetermined logic and purpose
b) a young child's lack of skill in representing proportions and perspectives
c) a neurotic thinking disorder
d) a child's sense of humor

17. A six-year-old is most likely to be influenced by — 0.27 0.13

a) teacher and parents
b) peers
c) younger brothers and sisters
d) older brothers and sisters

18. A child can learn consideration for others when he is old enough to be aware of and unserstand — 0.57 0.47

a) his parents' example
b) verbal commands
c) manners and etiquette
d) other's needs

19. In our present day society a girl learns her feminine role and a boy learns his masculine role LEAST through 0.40 0.47

a) parental example
b) environmental factors
c) biological characteristics
d) other cultures

PART A - SECTION II

The following questions are multiple choice. Circle the letter in front of the answer which you think is the most appropriate way to behave in the particular situation. THERE ARE NO RIGHT OR WRONG ANSWERS.

Example:

Andy consistently gets better grades than his older brother, Jim. Which of the following would be the best comment for their mother to make to Jim?

a) "Andy doesn't seem to have the reading problem you had."
b) "Perhaps if you studied as hard as Andy, your grades would improve?"
c) "Do you think you'd do better if you dropped your Y club?"
(d) "I'm so pleased that you're doing so well in machine shop."

Only one answer please!

Note: Deals with pre-school children only.

1. Mrs. Davis has just discovered that her 2-year old Debby has wet her pants again. Which of the following comments will best promote and encourage Debby's toilet training

   a) "Next time you have to go to the toilet tell Mother about it."
   b) "Did you wet your pants again? When will you learn to tell me in time!"
   c) "Big girls don't wet their pants."
   d) "I guess we'ss have to put you in diapers again."

2. If a three year old child talks a great deal with imaginary playmates the parents should

   a) further develop his imagination through reading to the child
   b) provide more opportunities to play with children
   c) give him more toys to play with
   d) ignore him and the imaginary conversations

3. When children have a strong dislike for a particular food, the best way to handle the situation is to

   a) force the child to eat a small portion
   b) mix the food that is disliked with a favorite food
   c) respect the food dislike
   d) reward him if he eats the food

4. Janet and Linda were painting side by side at the easel. Janet said "You are just dribbling. That's messy." Linda dipped her brush in the paint and put a big blue daub in the middle of Janet's paper. Janet protested loudly, "See what she did. She spoiled my picture."

   a) "Linda, that wasn't nice. If you can't paint on your own paper, you can leave the easel."
   b) "Linda, tell Janet you're sorry you spoiled her picture."
   c) "I know, Linda, you didn't like what Janet said, but Janet's picture is spoiled. Let's get some fresh paper for Janet. I wonder if you're ready for a fresh sheet, too."

5. Three boys spotted the two firemen's hats in the dress-up corner at the same time. Joey didn't get there in time to get one and began to cry. The other two who already had the hats began to chant, "Cry-baby, cry-baby".

   a) "We don't call names at nursery school."
   b) "Even grown-ups feel like crying sometimes."
   c) "If you boys can't share the hats, I'll have to put them away."
   d) "Joey, firemeh wear great big boots. Let's look in the dress-up chest and see if there are some boots."
   e) "Be a little man, Joey. Don't cry."

6. Russ and Larry were on the jungle gym arguing over who could climb the highest. Russ gave Larry a push. Larry lost his balance and fell, skinning his elbow so that it started to bleed.

   a) "Russ, what is the safety rule for the jungle gym?"
   b) "Larry, I know your elbow does hurt. Russ, you can help us put a band-aid on Larry's elbow."
   c) "Russ, you go right straight indoors! You can't climb on the jungle gym anymore today."
   d) "Russ, we don't push at nursery school! You are 4 1/2 and old enough to remember that."

7. When Carl arrived at nursery school his favorite dump truck was already in the hands of Paul. Carl walked over and took the truck away from Paul. Paul grabbed Carl around the neck yelling, "I had it first."

   a) "Paul, Carl has a hard time waiting for turns. Maybe we can help him think of something he could do till you are through with the truck."
   b) "Carl, Paul really isn't through with that truck yet. I don't see a filling station for trucks around here. Where do you think a filling station could be for this truck?"
   c) "Paul had it first. Carl, give it back and stop fighting."
   d) "Paul, you can let go of Carl. Carl you could ask Paul to tell you when he's through so you could have the next turn."
   e) "Paul, tell Carl will you say "please" if he wants to have a turn with the truck."

8. Jeannie was playing ball with a teacher. Betsy ran over and pushed Jeannie away so that she fell and started to cry.

   a) "Jeannie, I'm sorry. I think Betsy really wants to play and didn't know how to ask us."
   b) "Shall we take turns?"
   c) "I know Betsy, you feel left out when I play with someone else. Let's brush Jeannie off and get her a hanky. Then we'll all play ball."
   d) "Betsy play over on the other side of the play yard. I told you awhile ago not to play so rough."
   e) "Now see what happens when you push. You'd better apologize to Jeannie."

9. Four or five children were standing around a box trying to see the tiny kittens in it. Margie couldn't see because Betsy was in her way. She bit Betsy on the arm. Betsy began to jump up and down and cry.

   a) "Biting is a baby trick. You don't want to be a baby."

b) "Betsy, pinch Margie's arm right back and show her how it feels."
c) "Margie, I understand. You wanted to see. I can't let you bite; let's go put cold water on Betsy's arm to make it feel better, and then we will ask someone to move over so you can see."
d) "I hope it doesn't hurt, let's put cold water on it."

10. Shortly after the arrival of his baby sister, three-year-old Steven began refusing to feed and dress himself. His parents can best deal with Steven by

a) explaining to him that he is a big boy and should act like one
b) depriving him of privileges until he starts to do these things for himself again
c) promising him a special treat if he feeds or dresses himself
d) showing him more love and spending more time with him

PART B

Answer all questions truthfully. There are no right or wrong answers. Check the answer to each question or circle the answer which best describes how you feel.

Age on Last Birthday _____ ( ) Male ( ) Female

Grade _____

1. Below is a partial list of subjects offered to the high school students. Check your three favorite subjects.

Subjects

( ) Art
( ) Music
( ) Drama
( ) English
( ) Social Studies
( ) Math
( ) Chemistry
( ) French
( ) Business Education
( ) Physical Education
( ) Food Sciences
( ) Typing
( ) Biology
( ) Clothing & Textiles
( ) Industrial Arts
( ) Modern Living
( ) _____

2. With whom do you live? (You may check more than one.)

( ) Aunt
( ) Brother(s)
( ) Father
( ) Foster Parents
( ) Friend(s)
( ) Grandmother
( ) Grandfather
( ) _____
( ) Mother
( ) Sister(s)
( ) Stepfather
( ) Stepmother
( ) Uncle
( ) Stepsister(s)
( ) Stepbrother(s)

PART B

3. Do you have any brothers or sisters under the age of 6 years? _____

4.a. Do you babysit for your parents or other families? _____

b. If so, how frequently? _____

5. Are any children, you babysit, below the age of 6 years? _____

6. Do you see any other than the above children frequently? They must be under the age of 6 years to answer yes. _____

REACTIONS TO CHILDREN OF VARIOUS AGES

Let's face it: Infants aren't always rosy and smiling, toddlers aren't always cunning and adorable, and young sub-teens are often apt to get in your hair. Even when you are a parent there are many times when feelings are mixed about your own children.

What are your feelings about children as they cross your path in various ways from day to day? Read the numbered statements which describe different situations and circle the letter of the response which best indicates your feelings.

There are NO RIGHT OR WRONG ANSWERS. These are just expressions of your feelings.

1. I've usually been glad to go out on baby-sitting jobs more because:

   a) I liked to earn the money even though it wasn't much.
   b) I enjoyed being with the children.
   c) I never do (or have done) baby-sitting.

2. When families of relatives or friends visit our home,

   a) I'm thankful when they have no small children or babies to fuss during the visit.
   b) I'm rather glad to see the little ones and like to spend some time with them.
   c) I don't have anything to do with the small children of guests in our home.
   d) We have no friends or relatives who bring their small children when they visit in our home.

3. If I were asked to be a sponsor or help out in some way with a group of sub-teen girls at the YW or Girl Scouts and I could spare the time for it:

   a) I would agree to do it and look forward to the activities.

b) I would agree to do it only if I couldn't possibly get out of it.
c) I would say no.

4. If I had a chance at a summer vacation job that included directing play for young children at a playground,

a) I would take it only if I couldn't get ANYTHING else.
b) I'd rather have this type of job than almost any other.
c) I think I would enjoy this work with children
d) I'd take it for the money I'd earn but I wouldn't especially look forward to doing the job.

5. If a fussing, crying baby keeps me from hearing some of the dialogue at the movies,

a) I don't mind; I figure the baby can't help it and it isn't her fault.
b) I resent the parents' having taken the baby to the movies.
c) I have never noticed crying babies at the theatres I go to.

6. If my kid brother or sister or the children playing around the neighborhood asked me to join in a game of catch or rope-jumping or some other such juvenile activity,

a) I'd just as soon play awhile; I'd really enjoy it.
b) I'd play awhile but get out of it as soon as I could.
c) I don't like to do this so I wouldn't commit myself to joining in.
d) I don't get asked.

7. When a small child seems to deliberately disobey a direction from you (or you observe this happening with someone else), what is your first impulsive feeling?

a) A feeling of wanting the child to be punished for disobedience.
b) A feeling of annoyance or irritation with the child.
c) A resigned feeling of "what can you expect of small children".
d) A feeling of sympathy for the child.
e) Can't say. I've never been in or observed this kind of a situation.

8. When a toddler (who may be your little brother or a visiting neighbor child, etc.) breaks or spoils something belonging to you, are you able to keep from being angry with the child and from showing your anger about the destruction?

a) Yes.
b) No.
c) This has never happened to me.

9. When a woman carrying a fussy baby gets on the bus you are riding and looks around for a seat, do you hope she won't take the vacant seat next to you?

a) Yes.
b) No.
c) This has never happened to me and I can't imagine myself in this situation.

10. If I were to be asked out on a baby-sitting job I would prefer:

a) the job to be only a matter of watching over sleeping babies or children for a few hours.
b) the job to involve some contact with the baby or children (such as feeding, putting to bed, etc.)
c) a job in which I could assume complete charge of the baby or children over a period of several days.

ANSWERS TO CHILD DEVELOPMENT AND PARENTING TEST

Part A Section I

1. d
2. a
3. c
4. a
5. d
6. c
7. d
8. d
9. c
10. a
11. d
12. d
13. c
14. a
15. b
16. a
17. a
18. d
19. d

Part A Section II

1 represents the most negative statement (s)

2 represents neutral statement (s)

3 represents the most positive statement (s)

1. a) 3
   b) 2
   c) 1
   d) 1
2. a) 3
   b) 1
   c) 1
   d) 2
3. a) 1
   b) 1
   c) 3
   d) 2
4. a) 1
   b) 1
   c) 3
   d) 2
5. a) 1
   b) 2
   c) 1
   d) 3
   e) 1
6. a) 2
   b) 3
   c) 1
   d) 1
7. a) 2
   b) 3
   c) 1
   d) 2
   e) 2
8. a) 2
   b) 2
   c) 3
   d) 1
   e) 1
9. a) 1
   b) 1
   c) 3
   d) 2

10. a) 2
    b) 1
    c) 2
    d) 3

Part B

1. a) 2
   b) 3
   c) 1

2. a) 1
   b) 3
   c) 3
   d) 2

3. a) 3
   b) 2
   c) 1

4. a) 1
   b) 3
   c) 3
   d) 2

5. a) 3
   b) 2
   c) 1

6. a) 3
   b) 2
   c) 1
   d) 1

7. a) 1
   b) 2
   c) 2
   d) 3
   e) 2

8. a) 3
   b) 1
   c) 2

9. a) 1
   b) 3
   c) 2

10. a) 1
    b) 2
    c) 3

FREQUENCY DISTRIBUTIONS

Subtest 1

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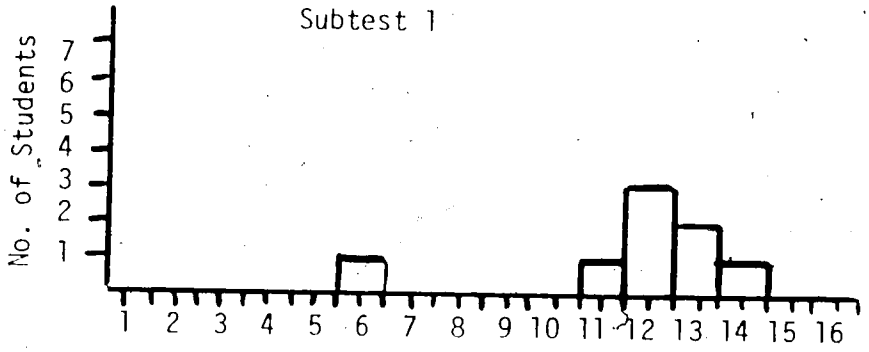
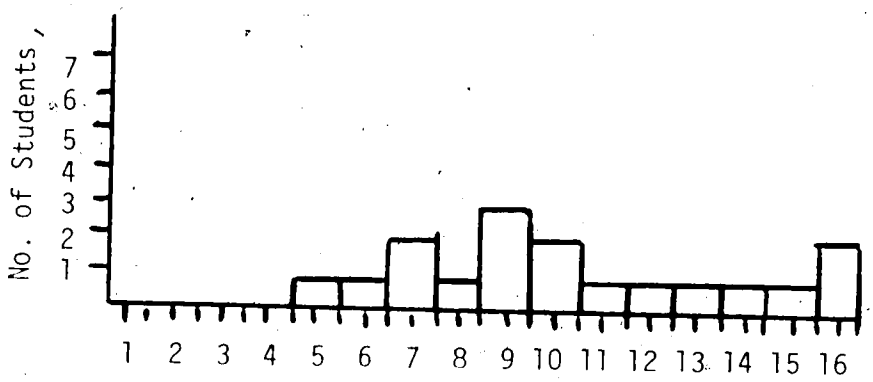


Minimal Child Contact



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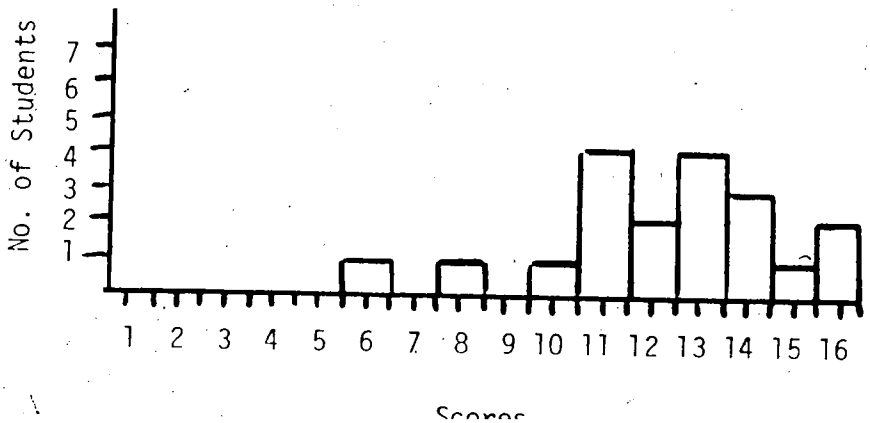
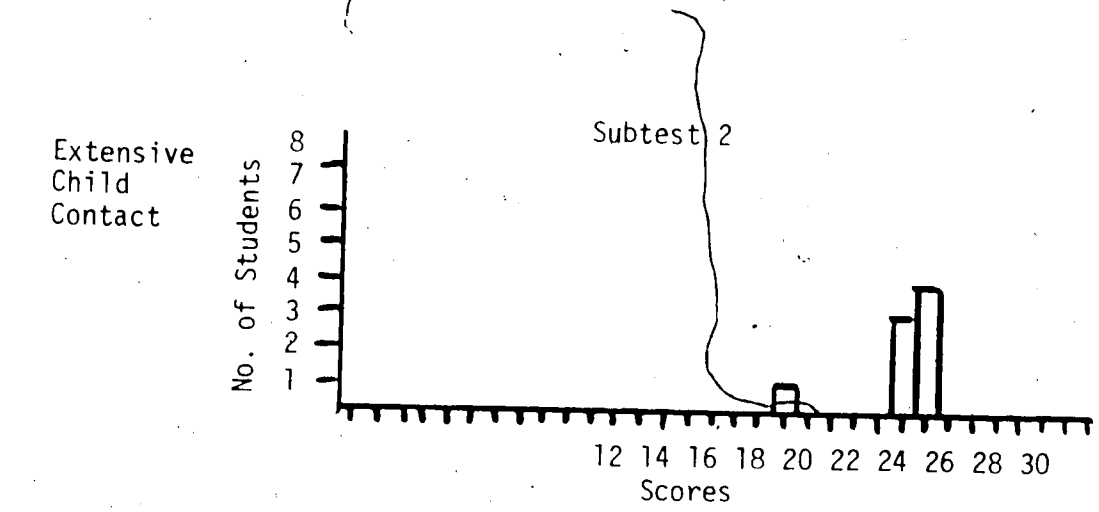
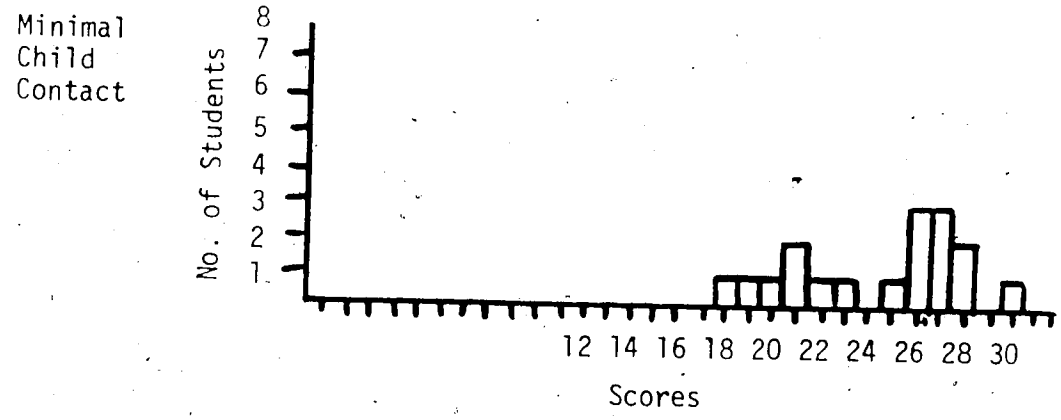



Extensive Child Contact
Subtest 2
No. of Students
8
7
6
5
4
3
2
1
12 14 16 18 20 22 24 26 28 30
Scores


Minimal Child Contact
No. of Students
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7
6
5
4
3
2
1
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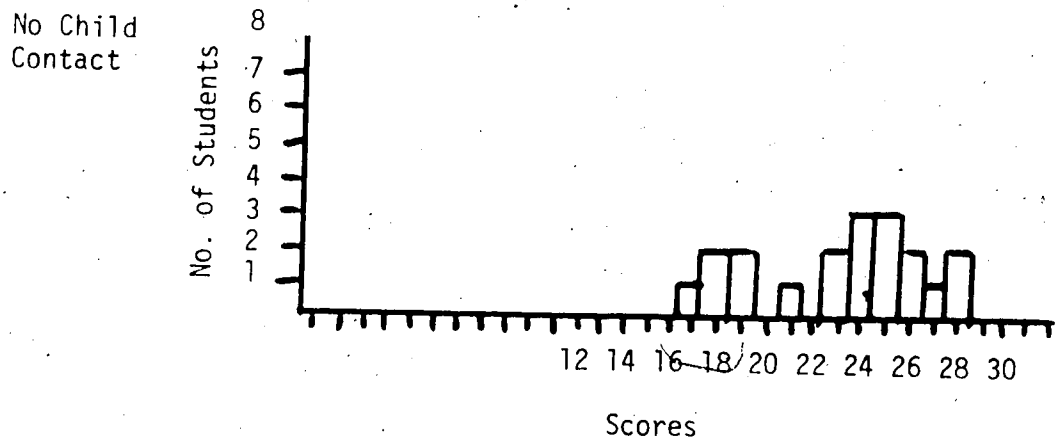
Scores


No Child Contact
No. of Students
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7
6
5
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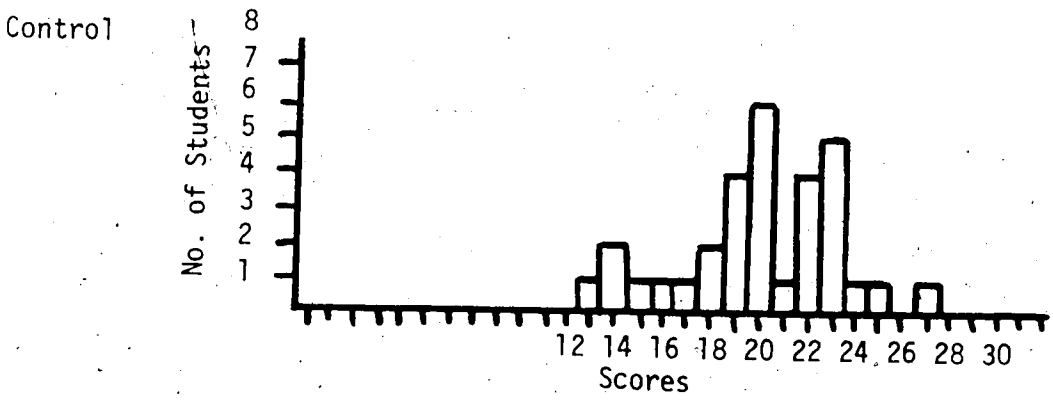
1
12 14 16 18 20 22 24 26 28 30
Scores


Control
No. of Students
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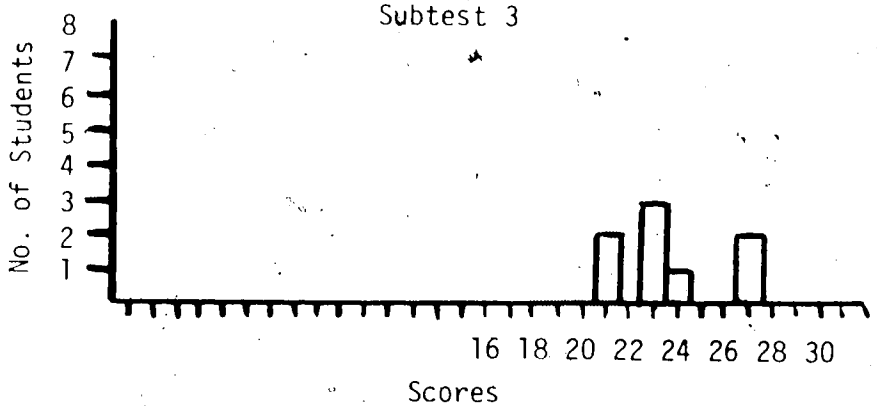
3
2
1
12 14 16 18 20 22 24 26 28 30
Scores

Subtest 3

Extensive Child Contact



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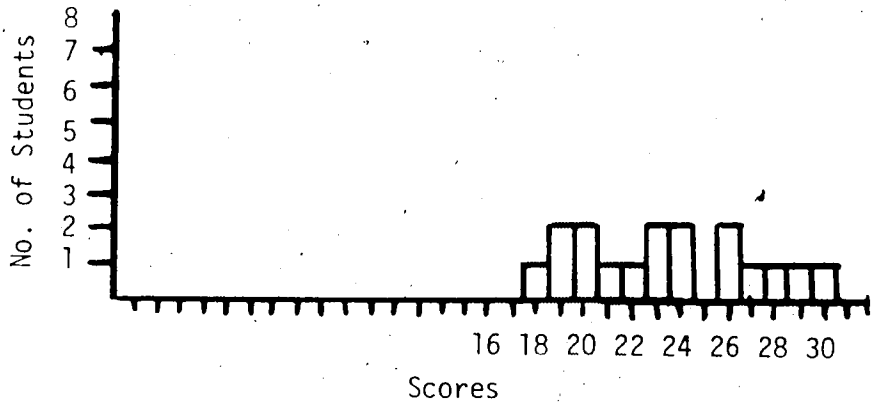

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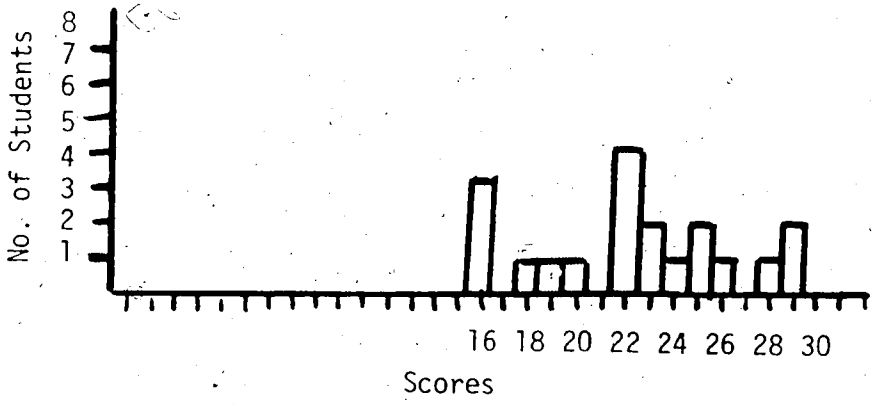

Control