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## A Study to Determine the Effect of Picture Interpretation on the Achievement of Culturally Deprived Second Grade Pupils

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A STUDY TO DETERMINE THE EFFECT OF PICTURE  
INTERPRETATION ON THE ACHIEVEMENT OF  
CULTURALLY DEPRIVED SECOND  
GRADE PUPILS

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A Thesis  
Presented to  
the Graduate Faculty  
Central Washington State College

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education

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by  
Jane Henriksen Smith  
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APPROVED FOR THE GRADUATE FACULTY

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## CHAPTER I

### THE PROBLEM AND DEFINITION OF TERMS USED

Educators have long recognized the fact that experiential background is an essential key to successful learning (9:41-47; 30:118, 121; 31:14-15). That is, any previous experiences that a child has had before entering school for the first time can open the door to future successful learning. Without a good experiential background all the school activities involved in the learning processes are meaningless and unimportant to the child. Many children from the low socio-economic areas in our country are lacking such background experiences that are basic to learning. They know of few relationships that exist between the learnings that take place in the school and their life situation outside of school because of the educational desire of the culture in which they live as opposed to the middle class society's desire for quality education. Because of this lack of desire and pre-school experiences which are so vital to learning, their performance in school is low and consequently these children meet a succession of failures. Failure, in turn, leads to frustration and disappointment and eventually rejection of school.

According to Dewey there are two underlying principles of experiences for learning: that of experiential continuum or continuity and interaction. Experiential continuum means that "every experience takes up something from those which have gone before and modifies in some way the quality of those which come after" (9:27). Thus each previous experience, in some way, sets up a pattern for further valuable experiences for learning. Interaction, when interpreting experience, is the interplay between objective and internal conditions. These two factors together create a situation for learning experiences (9:39). Therefore, with the proper pre-school situations, through interaction and continuity, a child can begin his school career with a good experience background for learning and encounter future success in school. If these factors are not present, as in the case of some culturally disadvantaged children, the children will meet failure from almost the first day of school unless some work is done by the teacher to build experiences for a learning background. Then will instruction become perhaps meaningful to the children. One method for building experiences would be through the use of audio-visual aids to provide situations for interaction and continuity.

## I. THE PROBLEM

### Statement of the Problem

The purpose of this study is to determine whether second grade children from a low socio-economic area, taught with the use of flat pictures and the interpretation of such pictures to build vicarious experiences in the social studies program in correlation with other subject areas, will achieve as well as, or better than, second grade children from the same economic area who will be taught without such an abundant use of flat pictures.

### Importance of the Study

The use of audio-visual aids in the classroom has been in practice for many years. The practicality of such audio-visual aids has been proven to be effective instruments toward successful learning among students (3:1-2). But, as with any method of teaching or technique for teaching toward the development of concepts, the total effectiveness depends entirely upon the classroom teacher--how she uses the aids, for what purposes the aids are used, and the specific concepts in a particular unit of study she wants to develop.

As previously mentioned, culturally disadvantaged children have little experience background for learning. Many factors contribute to this limited background. The children involved in this study live in the low socio-economic area of south-east Yakima, Washington, also known as the Fairview district. In 1960, the population of the Fairview district was 2,758 of which 2,656 were White, 78 Negroes, and 24 others of various nationalities (37:14; 38:48). These children who live in the Fairview district often come from broken homes and/or homes with little or no guidance given in their training. The parents have had little or no education. According to the 1960 census, the average years of school completed by the residents in this area was 8.8 years (39:150). Often times, the child comes from a bilingual home. This child, then, must adapt himself, upon entering school, to a world of a different language and begin to learn a new form of communication before starting other educational experiences. There is a high rate of unemployment among these people or else the people are employed in industries that are not of a high income (See Appendix A). The median income for the Fairview district in 1960 was \$3,599 (39:150). Out of the 698 families living in this area in 1960, 264 families were

below \$3,000 annual income which is of a poverty level (39:150; 31:14). Because of these environmental conditions, traveling and visiting places of an interesting, educational nature or even providing for reading materials of all kinds are often absent in the homes. This type of experience background, coupled with a lack of desire, gives the child a poor start upon entering school.

It is hoped that this study will show that some experiences can be given through the effective use of visual aids (flat pictures) that the achievement level of disadvantaged children can be raised. It is also hoped that skills vital to the social studies can be developed within these children that will be of significant value to their future years in school. These skills would be interpretation of pictorial matter, generalizing and grasping the important concepts about the field of study, development of critical thinking, and progress in the communication skills.

It is also hoped the investigator will through the study create a desirable atmosphere for learning as well as to create a desire among these children for learning.

### Limitations of the Study

Although this study will deal mostly with social studies and its correlation with other subject areas, there is no instrument available to the investigator which would measure achievement of second graders in the content and skills areas of social studies. Therefore, the Metropolitan Achievement Test, Form A, and the Primary Reading Profiles, Levels One and Two, will be used to determine achievement.

This study will be also limited only to second graders in the deprived areas of the Yakima Public Schools, specifically, Jefferson and Childs Elementary Schools service areas, and the number of students available in these areas of the city of Yakima is limited. These students will be matched in pairs according to age, sex, and information obtained from the tests given the first month and half of the school year.

The investigator will teach the experimental group and other classroom teachers will be teaching the control group. It is possible that this fact might influence the results of the study. Since there was to be no control over what the other teachers did in their respective classrooms, pupils from two other classrooms

served as the control population.

Other factors which will limit the value of the study could be the physical health of each child, emotional problems, attitudes, home environment, educational background and previous experiences. All of these seemingly unmeasurable, could effect the outcome of the study.

## II. DEFINITION OF TERMS USED

### Audio-Visual Aids

Devices by which the learning process may be carried on through the use of the sense of hearing and/or the sense of sight (15:22).

### Concept

According to the American Association of Colleges for Teacher Education, the following definition is given:

. . . a concept is a relatively complete and meaningful idea in the mind of a person. It is the understanding of something. It is his own subjective product of his way of making meaning of things he has seen or otherwise perceived in his experiences. At its most concrete level it is likely to be a mental image of some actual object or event the person has seen. At its most abstract and complex level it is a synthesis of a number of conclusions he has drawn about his experience with particular things (24:2).

### Experimental Group

This group will be a second grade class at Jefferson



School which will be subjected to the experiment of the abundant use of flat pictures to attempt to develop achievement through interpretation of these pictures.

### Control Group

"A group that is not subjected to the experimental factor or condition introduced into the treatment of the experimental group" (15:254).

In this study the control group will be students from two second grade classes in the same economic area as the experimental class at Jefferson Elementary School.

### Experience

The Dictionary of Education gives as an explanation of experience that which is:

. . . the process of a human being interacting with a physical and cultural environment, doing certain things and having certain things happen to him . . . experience, as the basis or context of all knowledge involves the process of seeing relationships between what one does or plans to do and the consequences of doing it so that these connections may be used in guiding subsequent experiences (15:213-214).

Experiences can be of two types, direct and vicarious experiences. Direct experiences are those in which the individual comes into direct contact with the real thing, whereas vicarious experiences are

gained indirectly through listening, reading, or seeing visual materials.

### Graphic Materials

Graphic materials can be referred to only those which are like diagrams, graphs, curves, and etc., or they can also be referred to include anything of a visual or pictorial nature such as motion pictures, slides, graphs, charts, posters, pictures, and cartoons (4:203).

### Flat Pictures

Flat pictures can sometimes be referred to as still pictures. Flat pictures are prints of most any subject matter intended to be viewed directly or projected on a screen by means of an opaque projector.

### Study Prints

Study prints are pictures with accompanying questions, captions, and explanations (10:70).

### Matched Pairs

In order to reduce the effect of external differences, two groups of children were matched individual by individual according to the following variables: sex, chronological age, average grade equivalent of the Metropolitan Achievement Test and the composite score

from the Primary Reading Profiles, Level One. They are so paired so that statistical computation of the results of the study can be done.

### Picture Interpretation

This skill is that of deriving meaning from visual material of pictorial nature by visualizing all the elements within the picture. There are three levels of picture interpretation: enumeration, description, and interpretation. This process is sometimes referred to as "reading" a picture.

### Abundant

It is the intent of the investigator to utilize the techniques of providing vicarious experiences through the use of flat pictures and study prints each day during the 180 day school term.

### Culturally Deprived

This term, interchanged with the terms underprivileged and disadvantaged refers to a person who has "developed in or lives in an environment [culture] that does not provide the necessary conditions for his wholesome psychological and physical development" (15:90).

## CHAPTER II

### REVIEW OF LITERATURE

In dealing with the area of picture interpretation as a method in teaching the culturally deprived child, related research takes two forms: that of literature dealing with the culturally deprived child and literature dealing with the skills of picture interpretation. These two areas of research will be dealt with extensively in this chapter.

#### I. THE CULTURALLY DEPRIVED CHILDREN

##### Environmental Characteristics

The trend in recent years has been a move from the rural farms to the urban areas of the nation's large cities. To illustrate this trend, the 1960 census indicated that 61.3 percent of the national population lived in 189 metropolitan areas of the United States (32:1). This move to the large cities has been prompted by the desire and need for a better way of life (32:1). Coupled with this inward move is an outward in which the inner city began losing its original families to the suburbs. This original population was replaced by other races and nationalities such as the Puerto Ricans and the

Mexican farm laborers (30:112). Members of the inward movement were unable to raise their standard of living (32:1). Before long many other problems of urban living had emerged to lower economic standards to a situation of poverty in the newly created or already existing slums. These problems or conditions of urban living were listed by the San Diego City Schools as: (1) lack of employment; (2) lack of the necessary skills for employment; (3) increase in juvenile delinquency; (4) broken families; (5) alcoholism; (6) lack of recognition of the necessity for an education; (7) racial imbalance; and (8) high drop-out rate in schools (32:1). This situation of poverty today has been defined by Rosenberg as "an income of less than \$3,000 annually for a family" (31:14). He further points out that there are about 5 million children under the age of six who reside in these poverty stricken areas (31:14).

In dealing with the culturally deprived, Glatt points out four propositions which underlie the over-all concern with deprivation. These propositions are:

First, identification of deprived children may be difficult, but it is clear that some children are much more restricted in the experiential backgrounds, in their store of enriching memories, than other children are. Within the same neighborhood, the same school, the same classroom, some students

are affluent in qualities and characteristics that bespeak unstinted advantages; other students are almost bankrupt in these qualities.

Second, in America we have not quite decided which is more desirable--a monocultural or a multicultural existence. . . . Actually, in one environment a child may be wealthy in "subcultural" attributes. In another environment, the same child may be impoverished.

Third, educators who write and talk about the deprived child are dealing with a sensitive domain. . . . Deprivation may be quite obviously related to certain ethnic and religious groups, to certain social and residential districts. . . .

Fourth, deprivation is relative--relative to the culture, to the social system, to one's in-group and to the out-groups, to the time, the place, the particular situation . . . (14:407-408).

The areas in which the deprived children live in many of the large cities of the United States are characterized by extreme density population, poor housing facilities, a high rate of unemployment and other inadequacies of modern living of the middle class society (32:5).

Paul Conrad in his article that was given during the 1964 Conference on Reading, most adequately describes the disadvantaged children and their environmental conditions:

The parents have little formal education, are employed in unskilled jobs or subsist on welfare payments, live in overcrowded, substandard, multiple housing, and have no future plans, although they seem eternally to be on the move. They come from the

lower-class stratification and minority-group sub-cultures and they neither understand nor value the mores of the middle class. The mother and father do not work together in child-rearing, and most often the father is missing from the home. Little family or community pride is indicated by the general squalor that pervades their streets and houses. Their fears are many: they fear the dark, for theirs is a twilight world of dimly lit slums; they fear the heat of summer and the cold of winter; and they fear the hopelessness of hunger. The family uses a minimum of verbal language, and what is used may follow a different phonetic system from that used in the schools. The whole verbal communication pattern represents inferior speech and very limited vocabulary. Few books or magazines are found in the homes, and only a tabloid newspaper may be in evidence (30:112).

The world of the deprived child has been severely limited. Many of these children have emotional problems and physical handicaps. Few have been farther than 25 blocks from their home. Maybe some of these children have never seen a movie, eaten in a restaurant, or ridden a bus. Often the children haven't been exposed to toys, books, magazines, pictures, and newspapers. Within the home very little verbal exchange takes place for neither the parent nor the children exchange ideas or talk about the happenings of the day. The children have a negative attitude about themselves: they devalue their personal worth and themselves as students. Such middle-class ideologies as prolonged striving, self-denial and intellectualism are often if not completely absent from their homes and society. The parents are constantly on the

move, so the children too are on the move from one school to the next. Very few successes are made during the time they are in the school situation. This mobility severely handicaps the ability to communicate because so few relationships can be made in one school before the next move. Since the ability to communicate "is an art learned between persons who understand each other," this retards any learnings that are to take place from the use of verbal symbols (30:112-113).

The impoverished children strongly rebel against authority as well as resent it. They do not possess, as is found in the middle-class, a feeling of honesty and integrity or as is illustrated by their actions. They do not fully value their's or other's possessions as they give up and take freely of the things around them (30:113).

Glatt points out that these traits of the impoverished --speech patterns, mannerisms, attitudes, and beliefs-- do not occur in isolation but are commonly found within specific social classes, ethnic groups, economic levels and family structures (14:409).

### Education of the Deprived

Many of these impoverished children, upon entering school are already nearly a year behind in their education.



This is due, primarily, to their cultural and experiential backgrounds. Few of these children have ever played with a ball, scribbled with crayons, used scissors, enjoyed looking through picture-books and magazines, or even sat on a chair. These children, therefore, usually meet failure right at the start of their school life (31:14-15).

The children of the culturally deprived areas have learned as a defense mechanism, to shut out the noises of the poverty areas and therefore, possess very little auditory discrimination. The results are a limited speaking vocabulary which at times, common objects such as foods remain nameless (30:113). At the same time, if a child becomes inattentive, the number of stimuli he receives will be reduced with the result being a limited listening ability and the development of his memory (30:122). As has been noted that the child's senses are his pathways to learning and that "young children learn, primarily, through their senses" (30:122; 29:60). This area of auditory discrimination and listening is one of the vital areas in which these children are considered to be lacking upon school entrance (30:121). That is, they have not had the experience of associating the idea or object with the

spoken word, let alone the printed symbol (30:113).

Conrad points out the major factor in the learning of the deprived upon entering school:

. . . the whole style of the culturally disadvantaged is not set to respond to oral or written symbols. Rather they are conditioned to react to physical stimuli, and it is through this avenue that learning will take place (30:117).

In order for the schools to help the culturally deprived child to overcome the lag much will have to be done by the schools to develop a sense of need and desire. This task of the schools is further emphasized by Gertrude Whipple:

Our schools must help culturally disadvantaged children acquire high aspirations. These children come from homes where there is nothing to stimulate ambition. There are few pictures, toys, books, magazines, and newspapers. There is no opportunity to hear conversation that is thoughtful and well-expressed. There is nothing to help them escape from their impoverished way of life and there is everything to encourage them to continue in that pattern (30:137).

This can be done by exposure to more pleasant surroundings and broad cultural experiences to provide them with hope for their future (31:14). The schools must extract from the physical and social surroundings and build concrete worthwhile experiences that would lead to academic growth (9:35). Dewey firmly believed that each experience should do something to prepare a person for later

experiences that will be "of deeper and more expansive quality" (9:47). This, he goes on, "is the very meaning of growth, continuity, reconstruction of experience" (9:47). If something is not done by the schools to build a sense of hope and desire to learn, the young children will become a group of adolescents who are either unwilling or unable to cope with the school and work situation (31:14).

Upon entering school, the child brings with him two aspects of oral language--receptive and expressive. If, because of the lack of background experiences or stimuli, these areas are insufficiently developed, the child will see little relationship between the oral and written language. Because of this limitation, reading will not be regarded by the child as a form of communication and in turn, the area of reading will be difficult for him. This in turn would limit the growth and maturation of the cognitive processes and the child will find difficulty in the highly verbal environment of the school (30:121-122).

Experiences, needed to enhance the development of language and cognitive processes, are one of the important needs of a disadvantaged child. These experiences emphasize oral language and provide the type of learning experiences that develop the ability to think. This

type of program would give the child the chance to articulate correctly, to speak freely, and to listen to others express themselves, by being deeply involved in discovering concepts, thinking about them, and listening to others discuss them. Such subject areas as mathematics, science, and social studies readily lend themselves to the development of oral language and the ability to think. These areas are also rich in background experiences for the child (30:123).

Through a wide use of audio-visual aids, and experimentation in a number of ways to use these aids, achievement can be made by building vicarious experiences and vocabulary with a resulting growth in concepts and language development (30:118). San Diego City Schools felt that if they were to emphasize improvement of communication skills, through the use of audio-visual aids and other techniques, that all basic skills could be improved (32:14). During a study project, teachers, by observing the children's usage of oral communication skills, noticed improvement in vocabularies, increased interests, and work study skills (32:14). Evidence from this and other studies indicates that the area of communication skills might be a priority in developing all

basic skills when teaching among the impoverished children (32:14).

Thus if instruction is based on a wide range of experiences, and the more real these experiences are, the more will be perceived by the student and he in turn will learn final recognition of these experiences when seen in symbolic form (30:117). Physical activity such as touching, feeling, naming, and dramatics, may aid the final step of experiential development (30:117). As Reeves noted, "to experience is to know, to feel, even to undergo" (29:10). Mrs. Woods, director of Children's World at the New York World's Fair, believes "there are five powerful catalysts that help to make a learning experience meaningful and enduring: curiosity, courage, confidence, creativity, and compassion" (13:32).

These children do, however, possess verbal language. It is a distinct language--the language of the streets. They use this language fluently, although it is not the formal, grammatical, or public language of the schools. These children are apt learners, otherwise, as Conrad mentioned, "they would not have survived the rigors of their own world" (30:114).

A student and his learning can be stimulated or restricted by the teacher's feelings and evaluation of

the student and his culture. The teacher must understand the child--his beliefs, problems, and meanings of his words. A child will learn from those who try to understand him and his world. If the teacher exhibits such a relationship with a deprived child and uses his learning strengths for what they are, growth can be made in achievement in the culturally deprived child (30:114).

## II. PICTURE INTERPRETATION

The picture form of communication was developed long before our alphabetic form of communication. Many ancient people, such as the primitive cave man and the Ancient Egyptians, used as their form of written communication pictures called hieroglyphics (8:33; 4:202).

The picture form of communication has one definite advantage over verbal communication. That is, everyone who sees the picture perceives some kind of meaning from it. Therefore the need for knowing the language is not necessary when the picture is clear and the concept to be developed is plain. The viewer needs only to learn through the eyes (11:55-56).

The still picture has been defined by Emmert:

The still picture represents a cross section of an experience at the instance it occurs. It stops motion, shows line and color, indicates spatial relationships, and portrays people, objects, and scenes in which motion is not an essential feature (25:137).

Still pictures, for use in picture reading activities, may be of a number of forms. The types of still pictures most used are: (1) photographs, prints, paintings or sketches which may be handled by the pupils; (2) wall and bulletin-board pictures; (3) murals, frescoes, and billboard illustrations; and (4) textbook illustrations (25:138-139). Still pictures may sometimes be referred to as graphics which include the above mentioned types as well as filmstrips, motion pictures, cartoons, diagrams, and graphs (4:203). Often a teacher may use, during picture reading activities, a flat picture known as a study print. These are pictures with accompanying questions and explanations (11:70).

### Value of Picture Interpretation

The still picture is one of the most widely used visual aids in the classroom. Its popularity is perhaps due to the following factors:

1. It is real and vivid and brings clarity, enriched meaning and emotional response.

2. It provides motivation because of its immediate appeal.
3. It is easily available.
4. It is convenient to use.
5. It is inexpensive.
6. It can be used repeatedly (25:137-138).

The still picture in use with little children is a most useful teaching aid. It functions in a variety of ways to enrich the teaching of children. These functions are to deepen and broaden experiences; to enlarge and clarify meaning; to guide and stimulate oral expression; to organize and extend interests; and to individualize and to socialize the instruction of the heterogeneous group (8:12). To expand on this further, pictures may also provide the learner with a concrete experience of the situation in the picture (8:40). This is important because it is sometimes necessary to build concrete experiences with children who have a limited experiential background. Little children have little interest in the abstractness of learning (8:41). Therefore, a picture may be a substitute for the real thing and used to build on former experiences to re-study, recreate, or to further new experiences (8:3). From experiences built through the use of pictures,



meaning is given to language symbols and progress may be made toward the building of a meaningful vocabulary (35:76).

On the other hand, visual aids are valuable in reinforcing materials that have been presented verbally, both orally and written. Additionally through the use of graphic materials, critical thinking can be developed by comparing, contrasting, evaluating, and concluding (4:203).

Developing clear, accurate, and meaningful concepts and preventing incorrect concepts in areas of study are also important values of pictures.

The four chief values of pictures, as listed by Kinder, are:

. . . (1) motivating interest and learning, (2) providing source material for study and investigation, (3) providing artistic and esthetic development, and (4) providing cues which lead to creative effort (21:102).

### Criteria for Selection of Good Pictures

Pictures are vehicles for reinterpreting experiences as well as building new experiences and information (8:14-15). Thus, the teacher selection of pictures requires a thorough knowledge of the children's backgrounds (8:14). In order to select good pictures, the teacher

should have some criteria for a guide. Clark has set up one set of criteria that could be adapted by the classroom for use in selecting pictures:

1. First of all, a good teaching picture is clear and definite, it presents vividly that which it is portraying.
2. It is authentic and represents the situation as one might see it if one could visit the scene personally.
3. A picture which purports to show current conditions should be up to date.
4. Simplicity of composition is essential, especially for young children. A complex picture often distracts attention and scatters interest instead of focusing it on the main points.
5. Some known measure of size, such as a man, shown in the picture with an unfamiliar object aids the learner in securing a correct mental picture of the new object.
6. Color, when truthfully used for purposes of identification, enhances the value of most pictures; but misuse of color often leads to erroneous ideas.
7. The picture should be large enough to be clearly visible (8:44-45).

### Development of Picture Interpretation Skills

Interpretation of pictures simply means reading into a picture and being able to express freely what the picture is telling the viewer.

Two authors, Williams and Dale, list seven levels of response to picture interpretation. These levels are

(1) naming objects, (2) grasping import, (3) observing detail, (4) relating the picture to experience, (5) drawing inferences, (6) adding imaginative elements, and (7) engaging in further activities suggested by the pictures (40:25; 8:19).

Other authors list only three such levels of response. These levels are (1) enumeration, (2) description, and (3) making inferences and interpretations (6:38; 4:219; 35:83). The first level, enumeration, merely involves pointing out, or enumerating objects found in the picture. In level two, description, the child describes what he sees--describing quality or action. In this level, the child begins to differentiate and associate certain items. The third level, that of interpretation, may involve three steps: perceiving relationship among people and making inferences; beginning sequential narration; and evaluating ideas and drawing conclusions (6:38; 4:219; 35:83). This third level of response may be referred to as a level of creative thinking (40:1-2).

The amount of experiences a person brings with him may determine his level of interpretation (4:219). Most preschool children are often able to interpret pictures effectively before entering school (8:12-14). Although

most children possess this ability upon entering school, it is not unusual, though, to find children from underprivileged homes or isolated homes who have not had contacts with pictorial material (8:14). One of the teacher's first tasks then is to develop these picture reading skills that the less fortunate children have not had the chance to develop. This can best be done through informal discussions of pictures (8:14). From this step the teacher may proceed into more formal and complex picture interpretation activities.

The best method for developing the three levels of picture interpretation skills is through questions and answers (19:86; 11:67; 7:247). Unless a child has been given a purpose for looking at the picture, he will merely skim over the picture and get just a general idea of the purpose of the picture (11:67). Through the use of directed questions, the child becomes interested and will turn to the picture for the answer (11:67). The teacher can further lead the child into the picture by attempting to carry the child beyond the picture by asking such questions as "Why?", "What had to happen?", "What may change?", "How could this have been helped?" (11:67). As Dale says of questions, "'looking at pictures' in the light of such questions emerges now as an active

experience for pupils, in which their critical responses are called into play" (7:247). This leads into what Catharine Williams calls the third response, creative thinking. As she says of this type of response:

The teacher who structures the situation so that it requires the third response, creative thinking, conceives her own role as guidance, directed at helping students to perceive and then to translate their new found knowledge into behavior (40:2).

She further states that through the use of the creative approach of teaching with pictures:

1. Pictures can make an unique contribution to learning.
2. Some people learn more readily from one medium than from another (so more than one medium is provided).
3. Through activities such as selecting and using pictures for their own purposes. . . pupils learn to discriminate, to be resourceful, and to assume and carry through responsibilities (40:4).

This process of critical thinking plays a very important part in the use of graphics and is just as important as in verbal learning (5:179). It is a basis for thought and arousing questions for further study as well as stimulating interest (40:77).

Dale describes a factor for teachers to remember when attempting to develop picture interpretation skills. This factor is:

Even when it [the picture] can be seen and read by the audience for whom it is intended, the picture cue is interpreted in cultural terms . . . Not only are cultural patterns related to picture-cue interpretation, but the concerns of small, special-interest groups may also affect communication (7:244).

Williams lists the cultural factors which may influence interpretation and how teachers may handle a situation such as this:

Teachers will be especially alert to picture symbols which may be interpreted according to national custom or religious beliefs. They must also keep in mind that family status, personal feelings, and group identification can influence picture interpretation. It is the teachers' responsibility to recognize and clarify the significance of picture symbols which may be confusing just as it is their responsibility to clarify difficult passages in reading. And, finally, they will help students discover exactly what factors influence their interpretation of symbols (40:26).

The use of pictures can strengthen children's speaking vocabulary which in turn would stimulate creative expression, be it spoken or written (2:12; 3:420). As Lemler says of pictures and word symbols:

All words are symbolic, and the use of such symbols is essential to all abstract thinking . . . Yet, all words remain relatively meaningless without concrete experiences. Subjectively, pictures provide a means of gaining concrete experience out of which understanding of the meaningful content of words can come (8:34).

One picture, studied intensively may build a number of new word concepts and these in turn may bring past experiences to new pictures and make a more meaningful situation (8:37-38).

Before a child learns to read he uses a number of words to express himself. Upon entering school he learns to recognize these words in printed form (24:11). Skill in picture interpretation is a valuable pre-reading exercise for the child since he must be able to use the word before he can recognize it in print (24:11, 85-87). Pictures and the skill of picture interpretation are aids in learning to identify new words on a printed page of a reader. By studying the picture, and interpretation of the picture, the child will learn to discover, along with other word recognition skills, what the new word is (24:47).

As previously mentioned, pictures are extremely effective when used to clarify and develop concepts (26:255; 2:12). Ingraham best describes how these concepts can be developed:

The concepts will not be taught as facts merely to be committed to memory. They must emerge from their studies as illuminating ideas or analytic-findings. Although facts will still be learned, they will be used to build understanding of major concepts in the context of a systematic conceptual approach. The methodology to be employed may be inductive, as the student learns how to find out things for himself through inquiry and discovery (20:91).

Michaelis points out the permanence of such concept development through the use of pictures:

The concepts and information learned through the use of such materials are remembered longer than when presented solely through verbal means; they are also learned faster and can be put to use immediately in related activities, thus saving time (26:243).

Leland March supports this view by the following statement:

. . . so much more can be learned from a good picture, properly presented, than from a printed description of the same facts, and so much stronger impression can be obtained from a picture than most written paragraphs (19:87).

According to McKim and Caskey, "growth in picture interpretation skills appears to be a combination of maturation and experience." The child passes through the three levels of interpretation--enumeration, description, and interpretation--as he progresses in his storytelling or reading abilities. A six or seven year old child should be able to interpret a picture situation within his realm of experiences. If he cannot, as in some cases of the culturally deprived, the child will need many interesting background situations to build these experiences (24:47-48).

Thus it seems that through the use of pictures and the interpretation of such pictures, some experiential background for learning may be developed in the culturally deprived child.



## CHAPTER III

### RESEARCH DESIGN

The principle purpose of this study was to determine the impact of the abundant use of pictures and the interpretation of such pictures on the achievement of second grade students in a culturally deprived neighborhood as compared with second grade students from the same environment without such an abundant use of pictures.

In order to accomplish this and to reduce the effect of external differences, it was necessary to set up an experimental group and a control group from which pairs were matched for comparison.

#### I. ADMINISTRATIVE CONTACT AND APPROVAL

This study would not have been possible without the knowledge, approval, and assistance of the administration and student personnel staff of Yakima School District, Yakima, Washington.

The initial contacts were the superintendent of the Yakima School District and the principals of the two participating schools within the district. Also, contact was made with the director of Student Personnel Services for the advice and approval of the testing instruments.

The two cooperating second grade teachers in both schools expressed their willingness to cooperate in the study.

## II. EXPERIMENTAL GROUP

The second grade class taught by the investigator at Jefferson Elementary School, Yakima, Washington, was designated as the experimental group. This class averaged 20 to 21 students throughout the school year during which time this study took place. The classroom was a self-contained classroom. Perhaps one exception to this which might be considered was the use of the television courses. These courses were music twice a week and a language arts program in phonics viewed once a week. These courses were supplemented further by instruction from the investigator. The library period was once every two weeks, alternating with the other second grade in the building. During this time a resource librarian would read a story or instruct on library skills. This situation lasted just one-half of the school year due to changes in personnel. The remainder of the year the library periods were instructed by the individual classroom teachers.

Since this class was the object of the study dealing with picture interpretation, pictures were shown to them on an average of once a day. These pictures, evolving from many sources, were used to further the teaching of related subject areas. Pictures were used to enrich the social studies, sciences, health, language arts, reading, and mathematics.

The method employed was generally one of questions and answers. Students were shown a picture, given an introduction, and then asked questions on the three levels of interpretation--enumeration, description, and interpretation. The children would turn to the picture to find answers in varying types and degrees depending upon the individual child's ability. The pictures were shown to the class in several ways: (1) projected with a small opaque projector that handled pictures approximately 5" by 6"; (2) mounted and displayed, passed among the class before discussion was held; and (3) placed before the group of children during the discussion. Daily activities usually involved making captions of the pictures concerning the day's studies and concepts developed that day and mounting these along with the picture on a bulletin board for further reading experiences. Often the children would illustrate such concepts. These activities

later would be combined into experience charts for referral later in the year. Unit culminating activities involved basically the same type of activities except the emphasis was on a summary basis. Class or individual stories were written as summaries later in the year. All of these activities were designed to increase the experiences and to build both oral and written vocabularies as well as growth in reading.

Most of these units of study, when time and space permitted, were supplemented by bulletin boards, and art activities.

### III. CONTROL GROUP

These children were of the same geographic and socio-economic level as were the children in the experimental group.

The children in the control group were chosen from two second grade classrooms: one in the Jefferson School and one in nearby Childs Elementary School. These children were matched with pupils in the experimental group. These second grade pupils included in the matched pairs are designated as the control group throughout the study.

The classrooms from which the control group was chosen were also self-contained classrooms. The teachers in these classrooms had basically the instructional aids and help from specialists as did the teacher in the experimental. The same basic units of study were taught in the control rooms as were taught in the experimental room.

#### IV. INSTRUMENTS TO BE USED

In the Yakima Public Schools, all second grade pupils are administered the Metropolitan Achievement Test, Form A, during the third week of school. This test is administered and scored by the classroom teacher. It is used as a basis for determining the achievement and needs of the pupils. The decision was made by the investigator to utilize this test in the study. This same test would again be administered in May, again by the individual classroom teachers and to be corrected at that time by the investigator.

The Metropolitan Achievement Test consists of five separate tests--word knowledge, word discrimination, reading, spelling, and arithmetic. The arithmetic section contains two subtests: (1) concepts and problem solving; and (2) computation. The raw scores from the two arithmetic subtests are totaled for one composite score. The

tests provide for comprehensive measurement of the fundamental areas of vocabulary, reading, spelling and arithmetic (10:2).

The other instrument to be used in the study was the Primary Reading Profiles. This test was chosen by the investigator along with the advice of the Director of Student Personnel Services in Yakima schools as being suitable for determining achievement in the specific area of reading. Form 1 of the Primary Reading Profiles was administered by the investigator to the three classrooms involved in the study during the first two weeks in October, 1966. Form 2 of the Primary Reading Profiles was administered to the three classrooms in May by the investigator. The Primary Reading Profiles consists of five tests--aptitude for reading, auditory association, word recognition, word attack, and reading comprehension. Form 1 of the test can be administered at the beginning of the second grade year to determine and evaluate pupil progress in reading. Form 2 can be administered at the end of the second grade year for the same purpose (33:2).

### First Test

During the third week in September, 1966, the Metropolitan Achievement Test was administered to all second grade pupils by the classroom teacher in her respective classroom and the scoring was also done by her.

During the first two weeks in October, 1966, the investigator administered to the three second grade classrooms involved in this study, Primary Reading Profiles, Form 1. This could only have been done through the consent of the administration and the cooperation of the other teachers who relieved the investigator during her time with the other classes.

### Re-Testing

During the third week in May, 1967, the classroom teachers administered to their respective classes the Metropolitan Achievement Test, Form A. These tests were then scored by the investigator.

During the fourth week in May, 1967, the investigator administered to the three classrooms, Primary Reading Profiles, Form 2. The same conditions were set as in the fall to enable the investigator to accomplish this. The scoring was done by the investigator.

All tests, both the Metropolitan Achievement Test and Primary Reading Profiles were administered in their entirety in accordance with the procedures outlined in the Teacher's Manual. All tests were scored and recorded by the investigator, with the exception of the Metropolitan Achievement Test, administered in September, 1966.

The raw scores of the Metropolitan Achievement Test and the Primary Reading Profiles administered in May, 1967, were submitted to statistical analysis, the results to be reported in Chapter IV. Only results for the students in the matched pairs who were present for both tests given in the Fall, 1966, and Spring, 1967, were included in the computation.

## V. MATCHED PAIR APPROACH

### Method of Collecting Data

The necessary data for matching was collected by the investigator from each pupil's cumulative record. This data collected consisted of the pupil's name, sex, and chronological age. From the class record sheet on which was recorded scores from the Metropolitan Achievement Test, data was collected including raw scores, standard scores, and grade equivalent. From the Primary



Reading Profiles the composite score of tests 3, 4, and 5 were compiled and collected.

Factors such as race and socio-economic conditions of each child were disregarded as relevant factors in matching.

The pupils were then paired as nearly as possible, by sex, chronological age, average grade equivalent of the Metropolitan Achievement Test and composite score of the Primary Reading Profiles.

The pairs were chosen from 60 second grade children in both the experimental group and the control group. The investigator originally matched 18 pairs.

The chronological age of the matched pairs has an interval of zero to 7 months for both boys and girls.

The grade equivalent interval of the matched pairs is .0 to .7 of a school year for both boys and girls.

The interval of the composite score on the Primary Reading Profiles for the matched is 0 to 30 points for the boys and 0 to 26 points for the girls.

The matched pairs were coded by numbers and initials for the purposes of identification during this study. Table I shows the data for the matched pairs.

TABLE I  
DATA FOR MATCHED PAIRS

Coded Student	Age Yr/Mo	Sex	Average Grade Equiv.	Composite Score
*1-E-MB	8-9	F	1.9	68
1-C-BR	8-9	F	2.0	70
**2-E-AC	7-5	F	1.6	49
2-C-RC	7-3	F	1.3	51
3-E-DE	7-5	F	1.7	62
3-C-KY	7-2	F	1.9	67
4-E-NH	7-8	F	1.5	50
4-C-EC	7-4	F	1.1	39
5-E-PJ	7-11	F	2.5	104
5-C-KS	7-4	F	2.6	108
6-E-DL	7-11	F	1.8	79
6-C-SS	7-9	F	1.9	77
7-E-RN	7-2	F	2.3	108
7-C-BB	7-8	F	2.3	111
8-E-MR	7-3	F	1.5	51
8-C-SC	7-1	F	1.5	77
9-E-JW	7-5	F	1.9	81
9-C-JC	7-5	F	1.8	77
10-E-TZ	7-4	F	1.6	64
10-C-RC	7-7	F	1.9	82
1-E-JB	7-9	M	2.5	110
1-C-KR	7-2	M	1.8	103
***2-E-DC	7-0	M	2.2	102
**2-C-DB	7-6	M	1.8	85
3-E-EH	7-8	M	1.7	101
3-C-DN	7-8	M	1.7	80
4-E-EK	7-7	M	1.9	76
4-C-DD	7-5	M	2.5	74
5-E-LL	7-4	M	1.7	102
5-C-EH	7-2	M	1.8	73
6-E-DR	7-10	M	1.8	100
6-C-RP	7-3	M	1.6	73
**7-E-JR	7-2	M	2.1	92
7-C-DS	7-6	M	1.8	62
8-E-DW	8-10	M	1.4	61
8-C-DS	8-3	M	1.6	57

\* absent during retesting

\*\* withdrawn during school year

\*\*\* rematched

## CHAPTER IV

### RESULTS OF THE STUDY

This study was undertaken in order to determine whether second grade children, taught with the abundant use of pictures and the interpretation of said pictures, would achieve as well as, or better than, second grade children taught without such use of pictures.

#### I. STATISTICAL PROCEDURES USED

In order to determine whether or not there was a significant difference between students in either the experimental group or the control group, the writer tested the null hypothesis by using the "t" test. The "t" test is a test of the significance of the difference between the means of the two independent populations.

Formula 12.8 in Blommers and Lindquist's Elementary Statistical Methods in Psychology and Education indicates the standard of the difference between the means: (1:384)

$$t(df=n_1 + n_2 - 2) = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{n_1 s_1^2 + n_2 s_2^2}{n_1 + n_2 - 2}}} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)$$

The results of the computations of the Metropolitan Achievement Test, Form A, are summarized in Table II. The results of the computations of the Primary Reading Profiles, Level 2, are summarized in Table III. The raw scores of the two tests will be found in Appendix B and the computations in Appendix C.

In applying the test of the significance of the difference between the means of the experimental group and the control group, using the achievement scores of the pupils on the Metropolitan Achievement Test as the criterion, it was found that the null hypothesis must be retained in all subtests. That is, there was no statistically significant difference between the means of the two groups with the "t" scores falling within the .05 level of confidence ( $.05t_{df=30} = 2.04$ ). The differences generally favored the control group in four out of the five subtests. Two of these five subtests had differences that were of slight significance. The "t" score obtained for the test on Word Discrimination was  $-.97$ . The other test, Spelling, the obtained "t" was  $-1.52$ . Both tests slightly favored the control group.

In applying this same test, the significance of the difference between the means of the two groups, and using the reading achievement scores on the Primary

Reading Profiles as the criterion, it was again found that the null hypothesis must be retained. Again the results showed no statistically significant difference between the two groups with the "t" scores obtained falling within the .05 level of confidence ( $.05t_{df=29} = 2.05$ ). The results favored the experimental group in four out of five of the subtests. In this one subtest, which favored the control group, the obtained "t" was -1.64. In two of the other four tests, the obtained "t" for Auditory Association was 1.28, and the obtained "t" for Reading Comprehension was 1.03.

TABLE II  
SUMMARY TABLE  
METROPOLITAN ACHIEVEMENT TEST--FORM A

Subtest	Experi- mental Mean	Control Mean	Differ- ence	t
Word Knowledge	19.75	23.88	-4.13	-.73
Word Discrim- ination	25.75	29.5	-3.75	-.97
Reading	31.06	30.19	.88	.24
Spelling	18.19	21.69	-3.5	-1.52
Arithmetic-- Parts A & B	51.63	51.94	-.31	-.06

TABLE III  
SUMMARY TABLE  
PRIMARY READING PROFILES--LEVEL 2

Subtest	Experi- mental Mean	Control Mean	Differ- ence	t
Aptitude for Reading	15.53	14.75	.78	.55
Auditory Association	32.60	28.56	4.04	1.28
Word Recognition	37.73	42.06	-4.33	-1.64
Word Attack	78.67	77.13	.88	.07
Reading Comprehension	26.07	23.69	2.38	1.03
Composite Score	78.67	77.13	1.54	.28

## CHAPTER V

### SUMMARY AND RECOMMENDATIONS

#### I. SUMMARY

It was the purpose of this study to determine the differences in achievement of an experimental group influenced by the abundant use of pictures and the children in the control group who were not subjected to the extensive use of pictures during the course of one school term.

The writer is able to inform the participating teachers, the administration and other interested persons that there was no real significant difference in performance between the two groups of children involved in the study. Although, since reading was one area in which achievement was being attempted, it is interesting to note, that the parts of both tests which tested reading comprehension showed there was very slight evidence in favor of the experimental group. The difference, though, was so slight that it is hardly substantiated.

The emotional stability of some of the students in the experimental group may have effected the results of this study as indicated by the raw scores.



Upon the writer's observation of her group, there was a noticed increase in oral vocabulary usage; free and creative expression; and critical thinking in the discussions held during picture interpretation activities as well as during the remainder of the school day. The writer did not anticipate the need to assess these areas of development.

The validity of this study could be effected by fact that the investigator also did the instructing of the experimental group.

## II. RECOMMENDATIONS

This writer recommends that: (1) further research using the same instruments again be done; (2) that the population of such a study be substantially increased; and (3) a shorter but more intensive study be undertaken.

Only future research in the area of picture interpretation as an aid to achievement would confirm or disprove findings in this study.

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## APPENDICES

APPENDIX A  
SOCIAL AND ECONOMIC CHARACTERISTICS OF  
THE FAIRVIEW DISTRICT

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NATIVITY AND PARENTAGE

Total population	2,758
Native	2,685
Native parentage	2,394
Foreign or mixed parentage	291
Foreign born	73

YEARS OF SCHOOL COMPLETED

Persons 25 years old and over	1,406
No school years completed	35
Elementary: 1 to 4 years	100
5 and 6 years	135
7 years	69
8 years	465
High school: 1 to 3 years	366
4 years	204
College: 1 to 3 years	24
4 years or more	8
Median school years completed	8.8

EMPLOYMENT STATUS

Male, 14 years old and over	932
Labor force	667
Civilian labor force	657
Employed	562
Unemployed	95
Not in labor force	265
Female, 14 years old and over	950
Labor force	275
Civilian labor force	275
Employed	212
Unemployed	63
Not in labor force	675



## OCCUPATION

Male, employed	562
Professional, technical and kindred workers	18
Farmers and farm managers	17
Managers, officials, and proprietors, except farmers	39
Clerical and kindred workers	14
Sales workers	17
Craftsmen, foremen, and kindred workers	135
Operatives and kindreds	104
Private household workers	...
Service workers, except private household	29
Farm laborers and foremen	99
Laborers, except farm and mine	86
Occupation not reported	4
Female, employed	212
Professional, technical, and kindred workers	10
Farmers and farm managers	...
Managers, officials, and proprietors, except farmers	8
Clerical and kindred workers	30
Sales workers	20
Craftsmen, foremen, and kindred workers	3
Operatives and kindred workers	61
Private household workers	25
Service workers, except private household	51
Farm laborers and foremen	4
Laborers, except farm and mine	...
Occupation not reported	...

## INDUSTRY

Employed	774
Agriculture, forestry, and fisheries	153
Mining	...
Construction	89
Durable goods manufacturing	57
Nondurable goods manufacturing	90
Transportation, communication, and other public utilities	72
Wholesale and retail trade	153
Finance, insurance, and real estate	5
Business and repair services	32
Personal services	49
Entertainment and recreation services	3

Professional and related services	28
Public administration	39
Industry not reported	4

## FAMILY INCOME IN 1959

All families	698
Under \$1,000	26
\$1,000 to \$1,999	117
\$2,000 to \$2,999	121
\$3,000 to \$3,999	142
\$4,000 to \$4,999	59
\$5,000 to \$5,999	100
\$6,000 to \$6,999	50
\$7,000 to \$7,999	46
\$8,000 to \$8,999	9
\$9,000 to \$9,999	4
\$10,000 and over	24
Median income	
Families	\$3,599
Families and unrelated individuals (35:150).	\$3,140

## APPENDIX B

## METROPOLITAN ACHIEVEMENT TEST RAW SCORES--FORM A

WORD KNOW- LEDGE		WORD DISCRIM- INATION		READING		SPELLING		ARITHMETIC PARTS A AND B	
E*	C**	E	C	E	C	E	C	E	C
8	32	18	32	16	28	10	29	43	65
28	22	30	32	46	33	25	26	63	60
6	23	20	30	22	21	0	21	0	51
18	20	31	16	33	16	23	11	67	29
19	29	29	32	27	39	20	16	57	66
31	25	28	33	46	30	25	26	67	50
28	34	34	34	37	43	21	28	43	64
29	15	30	29	37	3	24	11	61	31
29	27	34	32	42	38	27	27	62	46
32	20	31	31	35	38	17	24	49	53
0	21	0	29	26	31	20	24	48	53
22	18	31	28	42	27	18	18	56	52
18	15	30	21	29	30	19	16	61	56
19	33	22	33	18	36	12	27	54	39
18	19	29	26	19	20	14	16	46	56
11	29	15	34	22	40	16	27	49	60

E\* Experimental group

C\*\* Control group

## APPENDIX B (Cont'd)

## PRIMARY READING PROFILES RAW SCORES--LEVEL 2

APTITUDE FOR READING		AUDITORY ASSOCI- ATION		WORD RECOG- NITION		WORD ATTACK		READING COMPRE- HENSION		COMPOSITE SCORE	
E*	C	E	C	E	C	E	C	E	C	E	C
14	19	31	39	32	49	8	18	16	29	56	96
25	13	38	35	47	41	19	13	35	22	101	76
11	11	31	27	23	44	12	10	20	16	55	70
16	17	36	14	42	24	10	2	32	20	84	46
11	22	31	38	40	45	17	17	26	26	83	88
21	17	37	37	46	45	18	11	34	21	98	77
18	16	38	33	41	49	15	19	31	34	87	102
18	16	36	9	48	39	20	8	33	14	101	61
19	10	20	34	44	47	19	10	29	22	92	79
14	11	38	15	42	40	10	11	25	27	77	78
18	17	32	33	40	46	9	11	33	25	82	82
8	16	34	5	30	37	8	6	26	26	64	69
14	11	26	37	23	36	4	8	12	16	79	60
16	14	28	31	39	46	8	14	23	25	70	85
10	15	33	35	29	39	6	9	16	25	51	73
	11		35		46		15		31		92

\* One student absent during retest

APPENDIX C  
COMPUTATION TABLE

METROPOLITAN ACHIEVEMENT TEST--FORM A							
SUBTEST	GROUP	$\sum X$	$\sum X^2$	N	M	S.E.	t
Word Knowledge	E*	316	9,142	16	19.75	5.64	-.73
	C**	282	9,694	16	23.88		
Word Discrimination	E	412	13,850	16	25.75	3.87	-.97
	C	472	14,286	16	29.5		
Reading	E	497	16,967	16	31.06	3.67	.24
	C	483	16,283	16	30.18		
Spelling	E	291	5,995	16	18.19	2.30	-1.52
	C	347	8,091	16	21.67		
Arithmetic-- Parts A & B	E	826	46,454	16	51.62	4.86	-.06
	C	831	45,011	16	51.94		

## APPENDIX C (Cont'd)

## COMPUTATION TABLE

PRIMARY READING PROFILES--LEVEL 2							
SUBTEST	GROUP	$\sum X$	$\sum X^2$	N	M	S.E.	t
Aptitude for Reading	E	233	3,905	15	15.53	1.43	.55
	C	236	3,652	16	14.75		
Auditory Association	E	489	16,305	15	32.60	3.16	1.28
	C	457	14,929	16	28.56		
Word Recognition	E	566	22,318	15	37.73	2.64	-1.64
	C	673	28,909	16	42.06		
Word Attack Skills	E	183	2,629	15	12.20	12.68	.07
	C	182	2,376	16	11.38		
Reading Comprehension	E	391	10,947	15	26.07	2.32	1.03
	C	379	9,431	16	23.69		
Composite Score (Test 3,4,5)	E	1180	96,805	15	78.67	5.60	.28
	C	1234	98,234	16	77.13		

## APPENDIX D

## SOURCES OF PICTURES USED

Many of the pictures used in this study came from the writer's personal picture file. Therefore the exact sources and/or dates are unknown.

UNIT OF SUBJECT	SOURCE
SEASONS	
Fall . . . . .	.Various calendars Books-- <u>Fall Is Here</u> Sunday School booklet Magazines-- <u>Life</u> , <u>National Wildlife</u> , <u>Ideals</u> , <u>Grade Teacher</u> , <u>Child Life</u> Newspapers-- <u>Seattle Times</u> <u>Sunday Rotogravure</u>
Winter . . . . .	.Calendars--Scott Foresman, Union Pacific Railroad Magazines-- <u>Washington Education</u> , <u>National Wildlife</u> , <u>Post</u> , <u>Life</u>
Spring . . . . .	.Various calendars Personal drawings Magazines-- <u>Life</u> , <u>NEA Journal</u> John Deere tractor advertisement
INSECTS . . . . .	.1966 Summer Weekly Reader Science Pictures
HOLIDAYS	
Columbus Day . . .	.Calendar
Ships & Boats . .	.Calendar pictures and magazines
Halloween . . . . .	.Calendars <u>My Weekly Reader</u> children's newspaper Various magazines
Thanksgiving Day .	.1949 Calendar Sunday School Booklet Magazines-- <u>Grade Teacher</u> , <u>Life</u> , <u>Post</u> , <u>Child Life</u>

## Christmas

Around the World . . Children's own interpretations  
from stories and books.

The Christmas Story . Christmas cards

Various feelings &  
happenings at Christ-  
mastime . . . . .

Various calendars  
1966 Montgomery Ward Christ-  
mas catalog cover  
Magazines--Family Circle,  
Life, National Wildlife,  
NEA Journal and Washing-  
ton Education  
Christmas cards

Valentine's Day . . . . Scott, Foresman calendar

## Abraham Lincoln's

Birthday . . . . . Calendars--Union Pacific  
Railroad  
Magazines--Post, Life  
Continental Press outline  
pictures

## George Washington's

Birthday . . . . . Union Pacific Railroad Cal-  
endar  
Magazines--Ideals, Grade  
Teacher, Post  
Continental Press outline  
pictures

Easter . . . . . Various calendars

Magazines--Ideals, Post,  
Family Circle

CURRENT EVENTS . . . . . 1966-1967 subscription to  
My Weekly Reader. The  
issues were often supple-  
mented from the personal  
file, i.e., Statue of  
Liberty, Niagara Falls

ART APPRECIATION . . . . . 1964 My Weekly Reader Art  
Gallery, 1965 My Weekly  
Reader Art Gallery, 1966  
My Weekly Reader Art  
Gallery



- LIFE SITUATIONS . . . . . My Weekly Reader Enrichment Chart: Creative Expression, December 7, 1966.
- BIRDS . . . . . Feet types--All About Birds  
Robert S. Lemmon, pages 74-80  
Birds At Home, Marguerite Henry, individual prints of birds found in this book  
Magazines--National Geographic, National Wildlife, Life, NRTA Journal, Ideals, Post  
Dennison prints of birds  
Various calendars  
Prints of Audubon's drawings  
My Weekly Reader Map of Flyways, 1965
- HEALTH . . . . . Calendars including Scott, Foresman  
Various magazines
- INDIANS . . . . . Calendar prints  
General Motors, Pontiac Division: pictures of many different Indian tribes and their activities
- ECONOMICS . . . . . Teacher-made charts, graphs, diagrams
- EARTH, HOME OF PEOPLE . . . . Silver-Burdett Book Company: Social Studies Study Prints
- LIVING IN JAPAN . . . . . Silver-Burdett Book Company: Social Studies Study Prints, 12 pictures
- SPACE MATH . . . . . Unit prepared by Elementary Helping Teacher, Yakima Public Schools. Unit was supplemented by space pictures from recent My Weekly Reader issues, Life magazines, My Weekly Reader map of moon, & a space map, source unknown.

# APPENDIX E

## PICTURE INTERPRETATION ACTIVITIES

DATE	SUBJECT	PICTURE	CONCEPT
September 26, 1966	Seasons Fall	A summer day	Summer is almost over and fall will soon be here.
September 26, 1966	Fall	Children on their way to school.	We start back to school when its almost fall.
September 27, 1966	Fall	Frost	The nights become colder and some mornings frost can be found on everything outside.
		Trees with many colors of leaves.	Leaves on the trees begin to change colors in the fall.
September 28, 1966		Reviewed each picture discussed so far, captions written for each picture and then mounted on the bulletin board.	
September 30, 1966	Fall	Leaves falling from the trees.	Leaves fall from the trees because the sap in the trees is no longer running up the tree.
October 3, 1966	Insects	Beetles, spiders Insects are different from	

other animals. Insects have six legs and three body parts. Spiders are not insects.

October 4, 1966	Insects	Centipede, beetles	Some animals that we call "bugs" are not insects.
October 4, 1966	Art Appreciation	"Two boys in Green Tunics"-artist unknown	The most important part of a painting is often made the largest in the picture.
October 5, 1966	Insects	Adult insect with wings	Some adult insects have wings.
October 6, 1966	Insects	Four-winged insect Two-winged insect Larva	Adult-winged insects may have two or four wings.  Young insects are called larva.
October 7, 1966	Current events	<u>Weekly Reader</u> --George Washington Bridge	Painting a large bridge is long, hard work.
October 10, 1966	Insects	Firebrat Caterpillar Butterfly	Firebrat is a wingless adult insect. The growth of insects to adults takes various forms.
October 10-11, 1966	Seashells	A collection of shells. Pictures in an encyclopedia. Children's own drawings.	Shells are homes for some sea animals.

October 11, 1966	Insects	Ant Buckeye butterfly Potato beetle Cotton Boll Weevil Dragonfly	These are all pictures of insects. All insects have a job to do. It may be a harmful or a helpful job.
October 11, 1966	Columbus Day	Columbus' ship  Other ships and boats	Columbus' ship is of long ago. His ship moved by wind. There are many kinds of ships and boats.
October 12, 1966	Insects	Dragonfly Earwig	Each of these insects has a job.
October 13, 1966	Insects	Firefly Grasshopper	Each of these insects has a special job.
October 14, 1966	Current events	<u>Weekly Reader--</u> Dinosaur tracks	Dinosaurs lived long ago even before there were people. We do not see dinosaurs today, but we can find their tracks.
October 14, 1966	Ships and boats	Various pictures of ships and boats	Each kind of ship or boat has a definite use.
October 17, 1966	Insects	Honeybee  Underwing moth Io moth	The honeybee is a very useful insect. Some insects protect themselves by camouflage.
October 18, 1966	Insects	Katydid Mantid	These insects protect themselves by camouflage.

October 19, 1966	Insects	Ladybird Beetle	This insect is very helpful to man.
		Mayfly	We can see this insect in swarms over or near water.
		Monarch Butterfly	This butterfly migrates when winter comes.
		Paper wasps	Called this because of their nest is made of wood chewed up to be like paper.
		Spicebush Swallowtail Termites	This is not an adult insect.
October 20, 1966	Insects	Japanese Beetle	These are very harmful insects.
			This beetle got its name because it came from the country of Japan with some goods.
		Water boatmen	Live near the water. Their legs help in swimming.
October 20, 1966	Insects	Western Tiger Swallowtail	This is an adult insect. We can tell it from others because of its coloring.
		Weekly Reader--	A very important lady has a birthday.
		Statue of Liberty	
October 24, 1966	Current events	Signs of fall	There are many different signs of fall.
		Statue of Liberty	This statue is in New York City harbor.
October 26, 1966	Insects	Summary of all pictures.	Five important things learned: 1. Insects have six legs

- and two antennae.
2. Insects have three parts to their bodies.
3. Some adult insects have four wings. Some have only two wings.
4. Some adult insects do not have wings.
5. Some insects are caterpillars before they become adults.

October 27, 1966	Halloween	Children's drawings	"What is Halloween Made Of?" There are many symbols for Halloween.
October 28, 1966	Current events	<u>Weekly Reader--</u> Halloween	Halloween is a time to practice safety. rules.
November 1, 1966	Seasons Fall	Milkweed seeds Squirrel with / a nut A boy blowing on a milk- weed pod A dog with cuc- kleburrs	Seeds of plants travel in many ways--animals, wind, water, people.
November 3, 1966	Fall	A tree branch  An evergreen tree Animals--fish, turtls, frogs	Trees make buds for new leaves and blossoms next spring. Evergreen trees never change their color. These animals hibernate during the winter in the bottom of a pond or river.

November 4, 1966	Current Events	<u>Weekly Reader--</u> <u>Moving trees</u>	Big trees can be moved from one place to another place to be replanted by large machines.
November 7, 1966	Fall	Snakes Chipmunk Skunk Bear	Some animals get ready for winter by eating or storing a lot of food before hibernating.
November 8, 1966	Fall	Cocoon  Ducks, Monarch Butterflies	Some animals lay eggs or like the caterpillar, spin a cocoon for the winter. Some animals migrate to warmer weather at the sign of winter coming. They do this so they can have food.
November 8, 1966	Art Appreciation	"Prince Ballazar Carlos on Pony"	An artist uses many different techniques and colors. We can tell that the boy is a prince by the way he is dressed.
November 9, 1966	Seasons Fall	Weasel Snowshoe rabbit	Some animals protect themselves during by changing the color of their fur (camouflage).
November 14, 1966	Fall	Rest area of birds Harvest of grapes, apples corn	Birds must rest when flying south. One way people get ready for winter is by harvesting their crops.
November 15, 1966	Fall	Fog	There is a lot of fog in the fall. Fog is low clouds.

		Hunter in a field with dogs	People like to hunt different kinds of animals in the fall.
		Holidays--Halloween, Thanksgiving	There are two important holidays that come in the fall.
November 15, 1966	Art Appreciation	"The Graham Children" by William Hogarth	The artist draws our attention to the different parts of the picture by using color, design, shapes, sizes, and spaces.
November 17, 1966	Thanksgiving		Study prints of Thanksgiving passed around the class to view and attempt to answer the study questions of the back of each picture.
November 18, 1966	Seasons Fall	Artists' interpretations of fall	Different artists will picture fall in many different ways to give us different feelings.
November 21, 1966	Thanksgiving	Mayflower	The Mayflower is the ship the Pilgrims came to America on.
November 22, 1966	Thanksgiving	The First Sermon Pilgrim Man Pilgrim Children	Pilgrims came to America for freedom to go to their own church. They dressed much differently than we do today.
November 23, 1966	Thanksgiving	Family at dinner	Thanksgiving is a time to be thankful for everything.
November 28 to December 2, 1966	Maps	<u>Weekly Reader</u> -- Picture of a globe	A globe is a model of the world. We have four directions--



north, south, east, and west.

December 5-9, 1966	Map study	Large map of the vicinity of Jefferson School	All of us live close to Jefferson School, There are many stores near the school.
December 12-19, 1966	Christmas Around the World	Children's own interpretations of Christmas customs in different countries.	Christmas is celebrated in the various countries in many different ways.
December 20, 1966	Christmas	Pictures of the real Christmas Story from cards	The Real Christmas Story of Christ's birth.
December 19-22, 1966	Christmas	Pictures show- each of these: Joys Fun Beauty Decorations Goodies Wishes Real Christmas Story Christmas for others	Christmas is a time of much happiness and excitement as well as thoughts for others.
January 3, 1967	Seasons Winter	Snowflake Snow scene	Winter is different from fall such as being colder shorter days, and snow.
January 3, 1967	Art Appreciation	"Persian Miniature"	This is a way the people could tell the story of the game of polo.

January 4, 1967	Seasons Winter	Evergreen tree Animals hibernating--bears Weasel and snowshoe rabbit	The evergreen tree stays green all winter. Some of the animals are now hibernating while others are still outdoors. These animals are now protected for the winter by their white fur.
January 5, 1967	Winter	Animal tracks Birds at a feeding station	It is easy to see the animal tracks in the snow. Animals need food in the winter when their food has been covered by deep snow. People help save the animals by giving them food.
January 6, 1967	Current events	<u>Weekly Reader--</u> Apollo	The Apollo spacecraft will carry men to the moon.
January 9, 1967	Seasons Winter	Gray fox Downy woodpecker Winter's white wildlife	Some animals get their food from trees or under logs. These animals protect themselves by new coloring in the winter.
January 10, 1967	Winter	Playing in the snow Ice-skating Skiing Sledding Making snowmen	There are many "fun" things to do in the wintertime.
January 10, 1967	Art Appreciation	"Blue Train" by Raoul Dufy	By using "spots" of color and lines in a picture, the artist can show his ideas well.

January 11-12, 1967	Seasons Winter	Christmas Valentine's Day Winter else- where	These two holidays always come in the winter. Winter is not the same everywhere for in some places winter in warm.
January 13, 1967	Current events	<u>Weekly Reader--</u> Policemen at work	The policemen have many important jobs such as rescuing people.
January 16-20, 1967	Seasons Winter	Summary of winter. Discussion of pictures previously viewed.	
January 17, 1967	Art Appreci- ation	"Twenty-two Houses and a Church"	Objects in the distance with- in a painting are made smaller although are not in real life.
January 18, 1967	Life Situation	A girl looking through a Rainy Window	If we were to exchange places with that little girl, we may have different thoughts and feelings. than what she has.
January 20, 1967	Current events	<u>Weekly Reader--</u> Old money  Old cars	Old money that cannot be used any longer is burned.  A machines chews up old cars so the metal can be used again.
January 23, 1967	Birds	Birds	Birds are different from other animals. They have two feet, two wings, a beak and feathers.
January 23, 1967	Life situation	A boy and his dog at the vet- erinarian	The veterinarian will help the boy's dog although the boy may be a little afraid.

January 24, 1967	Birds	Various birds Hummingbird	Birds have body parts which help them to fly.
January 24, 1967	Life situation	A boy dashing down steps	Critical thinking--the boy may be dashing down the steps for many reasons as we sometimes move in a hurry also.
January 25, 1967	Birds	Various types of birds and their habitat	Birds need food, shelter, and water in order to live.
January 26, 1967	Life situation	People looking up in the sky	Critical thinking about at what the people are looking--real or make-believe.
January 27, 1967	Current events	<u>Weekly Reader--</u> Niagara Falls Other pictures of the falls	Water is eroding the land at Niagara Falls. Men are trying to find ways to prevent this erosion.
January 27, 1967	Birds	A flicker	Flickers and woodpeckers look alike but a close look shows the differences.
January 30, 1967	Birds	Baltimore Oriole	This bird has distinct colors and ways of building nests.
January 30, 1967	Life situation	A boy eating an apple	Critical thinking--thoughts expressing feelings about eating the apple, and words that tell about tastes, sounds, smells and sights.

January 31, 1967	Birds	Stuffed birds Resource person from the State Game Department	Some birds are native to our valley while other birds have been introduced.
February 1-2, 1967	Birds	Illustrations of types of bird's feet	Birds have different types of feet for different needs such as running, perching, swimming, and catching food.
February 3, 1967	Current events	<u>Weekly Reader--</u> <u>Snowmobile</u>	A snowmobile is a special way to travel in the snow as well as being fun for a family.
February 3, 1967	Art appreciation	"Breezing Up" by Winslow Homer "Cornell Farm" by Edward Hicks	Artists show motion and depth in a picture by different techniques.
February 3, 1967	Birds	Various pictures of birds in their habitats Feathers	Feathers on the birds are useful aids in their fly- ing.
February 6, 1967	Birds	Pictures of different kinds of birds	Some birds are useful to man.
February 6, 1967	Life situation	A dog in school	Critical thinking--To think about how the dog's owner and teacher feel about the dog being in school.

February 7, 1967	Birds	Eggs in a nest	Each kind of bird lays a different size and color of egg. Young birds hatch from these eggs.
		Map of flyways	When birds migrate south or back to the north they take certain flyways (highways for birds).
		John J. Audubon	John J. Audubon was very interested in birds. He tried to learn as much as he could about birds. He also painted pictures of the birds he saw.
February 9, 1967	Abraham Lincoln	Lincoln looking over Washington D.C.	Critical thinking--about what Lincoln could be thinking about.
		Lincoln Memorial	A memorial is a building put up to remember someone who was a famous person.
		Three portraits of Lincoln	Critical thinking--think about the kind of man Lincoln was.
February 9, 1967	Life situation	A girl playing with kittens	Critical thinking--What could have happened if: 1. tickled kitten's nose 2. threw a little ball 3. played too roughly 4. stroked fur
February 10, 1967	Abraham Lincoln	Lincoln reading and writing by firelight	Abraham Lincoln learned to read and write by the light of the fire with borrowed books and using charcoal for a writing tool.

February 10, 1967	Current events	<u>Weekly Reader--</u> Mail	More mail makes more work for our workers in the post office and our mailman. Pictures of real things can often fool us about what they really are. Each of us has a skeleton to keep us together.
		Oddities of the outdoors	
		Skeletons	
February 13, 1967	Abraham Lincoln	Lincoln and a soldier	Critical thinking--what could Lincoln and the soldier be saying to each other.
		Lincoln looking out his office window	Critical thinking--what is Lincoln thinking about, how would he feel.
		Lincoln giving a speech	Lincoln gave many speeches to talk to the people of the country.
		Lincoln as a young man	Lincoln was a lawyer before he became president.
February 14, 1967	Art Appreciation	"Bareback Riders"	Artists attract our attention to their picture in special ways. They have ways of showing motion in a picture.
February 15, 1967	Lincoln and Washington	Pictures of Lincoln and Washington as presidents	These two men were famous presidents. We remember them for the good things they did for the people. Both of their birthdays are in February.
February 16, 1967	George Washington	Washington as a boy	Washington liked to ride horses when he was a boy.

		Washington as a surveyor Martha Washington Mount Vernon His family	Washington was a surveyor before he was a soldier. Martha Washington was George Washington's wife. Mount Vernon was Washington's home.
February 17, 1967	George Washington	Washington as a general  Washington as president Washington Mon- ument	Washington was a leader of the army during the Revol- utionary War. The Washington Monument was built in honor of Pres- ident George Washington.
February 21, 1967	Art appreci- ation	"General George Washington on a White Char- ger"	Artists can make the parts of a picture important by the use of light and dark colors.
February 23, 1967	Life situation	A horse tied to a parking meter	Critical thinking--what people would think if they saw such a thing.
February 24, 1967	Current events	<u>Weekly Reader--</u> <u>Zoos</u>	Zoos are changing to be something new and different to make them more attractive to visitors.
February 27, 1967	Life situation	Children on a playground	Critical thinking--what kind of equipment can be played on in a playground; what new and different activities can be done.
February 28, 1967	Health	A boy exerciz- ing A boy shaving A boy dirty	A healthy person: 1. exercises and works 2. keeps clean



- A girl sleeping
- Meals
- A boy drinking milk
- A girl playing nurse
- A sick child
- A baby being weighed
- 3. Gets enough sleep
- 4. Eats three meals a day
- 5. Eats the right kind of food
- 6. Visits the doctor
- 7. Keeps away from others who are sick
- 8. Checks weight regularly.

February 28, 1967	Art appreciation	"Fruit and Flowers"	An artist uses light, bright colors and many kinds of lines to make an interesting picture.
March 9, 1967	Life situation	A boy in trouble	Talking to other people about our troubles will help to make us to feel better.
March 10, 1967	Current events	<u>Weekly Reader--</u> Oranges	More oranges will mean more juice for everyone,
March 13, 1967	Indians	Indians of different tribes	Indians are people who lived in this country before we ever did. They had different ways of living.
March 14, 1967	Indians	Homes of Indians	Indians long ago had homes that were adaptable to the areas in which they lived. Today most Indians live in modern homes.
March 14, 1967	Art Appreciation	"Child with a Rocking Horse"	Artists have their own way of picturing children by use of color, line, and techniques of design.

March 15, 1967	Indians	Modes of travel	Indians adapted their way of travel to the country where they lived--open areas, much water, etc.
March 16, 1967	Current events	<u>Weekly Reader--</u> <u>Forest lands</u>	Men keep forest growing by logging out the trees and planting new trees.
March 20, 1967	Indians	Indians growing and preparing food	Indians who lived long ago had special foods some of which they still enjoy today.
March 20, 1967	Life situation	A gate of a castle	A gate may mean many things--keep out, make us wonder what's behind the gate, or may lead us to many interesting things and places.
March 21, 1967	Indians	Men and women working	Indians of long ago had special chores for the men and for the women. Today they work like we do.
March 22, 1967	Indians	Communication of the Indians	Long ago Indians had very special ways of talking and sending messages.
March 23, 1967	Indians	Indian children learning the ways of their tribe	Indian children were taught how to do things by their mothers and fathers.
March 24, 1967	Indians	Indian costumes	Almost each Indian tribe had their own kind of dress made out of different types of materials.

March 24, 1967	Current events	<u>Weekly Reader</u> -- Map of and pictures about Alaska.	The state of Alaska has a birthday. Alaska is the largest state in the United States.
March 27, 1967	Life situation	Children listening to a sound	Critical thinking--what the children could be hearing, why their faces have such different expressions.
March 28, 1967	Art appreciation	"Cat and Kittens"	Artists can make objects look very real by the use of color and space.
March 31, 1967	Current events	<u>Weekly Reader</u> -- Men playing with paper airplanes	Adults also like to make and fly paper airplanes. Making such airplanes involves discovering the right types so they will fly.
April 10, 1967	Seasons spring	Pussy willows Dandelions Crocuses Tulips	Spring is a warmer time of the year. These flowers are a sign of spring.
April 11, 1967	Spring	Bear cubs Lambs, chicks Birds Butterfly	New baby animals, butterflies coming out of their cocoons, and arrival of the birds from the south are all a sign of spring
April 12, 1967	Spring	Trees with blossoms	The buds that could be found on the trees last fall are not opening up into new leaves and blossoms.
April 13, 1967	Spring	People working outside:	People working outside in their farm or garden and

doing field  
work,  
painting,  
planting a  
garden,  
a child  
planting seeds

planting seeds is a sign  
that spring is here.

April 13, 1967

Art appreci-  
ation

"Lascaux Cave  
Paintings"

These paintings on a wall  
of a cave were made by men  
who lived in these caves  
long ago. These pictures  
were their way of writing  
stories.

April 14, 1967

Seasons  
Spring

A child at Eas-  
ter time  
  
Spring weather

Easter is an important  
spring holiday. Easter is  
a sign of new life.  
Weather at this time of  
year is much warmer than  
during the winter and is  
good for plants to grow.

April 14, 1967

Current events

Weekly Reader--  
An old house  
being moved  
in a city

Moving a house in a city  
can be a big problem. The  
house is being moved to  
be saved from destruction.

April 17-May 5, 1967 Economics

Charts and  
graphs to  
illustrate  
concepts  
Community work-  
ers

1. Goods are our wants  
and needs.
2. Services are wants and  
needs produced by  
community helpers.
3. We are consumers.
4. Parents are producers  
of goods and services.
5. People depend upon  
each other for their

goods and services:  
workers specialize to  
work in the factories,  
the factories send their  
goods to the stores and  
the stores sell the goods  
to the customers.

April 18, 1967	Art Apprèci- ation	"Puppet Show"	Artists use space and color to make a picture attractive.
April 21, 1967	Current events	<u>Weekly Reader</u> -- News photograph- ers	News photographers take pictures of what is happening in the world today.
April 24-25, 1967	Earth, Home of People	Eskimo boy	People from all over the world are different in many ways. They are alike be- cause they all need food, clothing, and shelter. These needs vary as to where they live.
April 25, 1967	Earth, Home of People	People being entertained	Learning and entertainment activities among people vary in different parts of the world.
April 26, 1967	Earth, Home of People	A person show- ing feeling	People show feelings in many different ways.
April 27, 1967	Earth, Home of People	Workers	People do the work that they like best. Workers de- pend upon each other for their work.
April 28, 1967	Current events	<u>Weekly Reader</u> -- Expo '67	Expo '67 is a big fair being held in Canada.

May 1, 1967	Earth, Home of People	A large crowd of people People high on a mountain looking down at a village far below in big valley	There are many people in this world. This world is a very big place.
May 2, 1967	Earth, Home of People	A large body of water	Water covers most of the earth.
May 3-4, 1967	Earth, Home of People	A family living in another country.	People adapt to where they live in the world.
May 5, 1967	Current events	<u>Weekly Reader</u> -- Children getting measles shots	Many children receive shots to keep them from getting the measles.
May 8, 1967	Earth, Home of People	Two girls-- first in the summer, then in the winter	The seasons change which mean that the outdoors change as well as the kind of clothing that people wear during each season.
May 9, 1967	Earth, Home of People	Coal miner	Natural resources, such as minerals like coal, are useful to people for heat. Other resources are useful in other ways.
May 10, 1967	Earth, Home of People	A family in another coun- try harvest- ing grain	Plants that give us food are needed for our daily life.

May 11, 1967	Earth, Home of People	An ox pushing a grinder The sky above	Animals are useful to people for work, food, and as pets. The air above the earth is the atmosphere.
May 15, 1967	Living in Japan	A Japanese fam- ily at dinner	The Japanese people have different customs in their way of living such as sit- ting on the floor when eat- ing and using chopsticks.
May 16, 1967	Living in Japan	Shopping in a Japanese store	Many of the stores in Japan are like the stores in our country. Many Japanese dress the way we do.
May 17, 1967	Living in Japan	Children going to school	Japanese children have special clothes and shoes that wear to school. They do not wear their shoes inside the building.
May 22, 1967	Living in Japan	Children greet- ing the teacher	Japanese children have a lot of respect for the teachers and other adults.
May 23, 1967	Living in Japan	Children play- ing at school	Japanese schools are like our schools in some ways, and different in some ways.
May 24, 1967	Living in Japan	A Japanese farm	A Japanese farmer grows mainly rice. Rice is an important food of the Jap- anese people.
May 25, 1967	Living in Japan	A net of fish	Everyone helps to catch the fish, both big and small.

May 29, 1967	Living in Japan	Boys flying fish kites Girls with their dolls	There are two important festivals in Japan--Boys' Festival and Doll Festival.
May 31, 1967	Living in Japan	Boys playing baseball	The game of baseball is a favorite of the children of Japan.
June 1, 1967	Living in Japan	A display of Japanese art	Japanese people have their own kind of art. They enjoy looking at it.
June 2, 1967	Living in Japan	Religious observances	Many of the Japanese people go to a church that is much different than ours. The people have very special church holidays which they celebrate.
June 5, 1967	Living in Japan	A garden at a Japanese home	Japanese people enjoy the outdoors such as the mountains, lakes, flowers, oceans. They often make their own gardens to look like the great outdoors.
May 15-June 7, 1967	Space math	Rockets, spacecraft, flights of spacecrafts, maps of the moon and outer space.	Math can be fun when we need it for exploration of outer space. Math is very important for space exploration.