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Improvement of Oral English in the First Grade in the Santo Domingo School

Ramona Rhon

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IMPROVEMENT OF ORAL ENGLISH IN THE FIRST GRADE IN THE SANTO DOMINGO SCHOOL

By

Ramona Rohn

A Thesis

Submitted in Partial Fulfillment of the

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CHAPTER I

THE PROBLEM

The world, as it comes to be perceived by each individual, is in large part filtered through the medium of his mother tongue.[1]

Indian children from Santo Domingo Pueblo come to school with little or no mastery of English for communication. These children, coming into first grade, must learn to interpret new ideas mentally before they are able to assimilate them. Language is the means by which this may be accomplished. Inadequate command of the English language retards cultural development and acquisition.[2]

Probably the greatest need of the Indian child in New Mexico's schools is that he become more articulate in English.[3]

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[1]The Indian Research Study Final Report, Miles V. Zintz (Director), Section I, 1957-1960, "The Adjustment of Indian and Non-Indian Children in the Public Schools of New Mexico." Sponsored under grant-in-aid from the U. S. Office of Education Cooperative Research Branch (Albuquerque: University of New Mexico, College of Education), p. 96, citing Walter Goldschmidt, "Language and Culture: A Reply," Quarterly Journal of Speech, 41:279-83 (October, 1955).

[2]Zintz, op. cit., p. 96, citing J. O. Hertzler, "Toward a Sociology of Language," Social Forces, 32:109-19 (December, 1954).

[3]Zintz, op. cit., p. 97, citing Loyd S. Tireman and Miles V. Zintz, "Factors Influencing the Learning of a Second Language," Education (in press, Fall, 1960).

Statement of the problem. The purpose of this study was (1) to aid in developing oral language patterns essential for better understandings of some common concepts in English; (2) to provide seven field trips from rural to urban communities for stimulating first-hand experiences; (3) to couple these trips with an extensive use of related audio-visual materials for immediate reinforcement of learning; (4) to originate oral dialogues in English for classroom practice before and after each excursion; and (5) to test the significance of the gains made in use of English.

Delimitation of the problem. This problem is presented in narrative, descriptive form for the purpose of bringing together, in detail, procedures and materials that may make a contribution to current thinking in the field of teaching oral English as a second language.

Limitations of the problem. The experiment was concerned only with the three first-grade rooms at Santo Domingo Public School, or eighty children in all. Seven field trips were planned for the six months' period between December, 1962 and May, 1963.

The children traveled by school bus to Albuquerque or its vicinity, accompanied by their teachers. Adult volunteers, and any parents who cared to accompany the group,

acted as escorts during the excursions.

Vocabulary was pre-selected for each trip. It related to the excursion and was reinforced in the classroom by repetition of original oral dialogues and classroom activities. Neither vocabulary nor oral dialogues were limited to the controlled vocabulary of first-grade readers.

Audio-visual materials expanded and enlarged the peripheries of each field trip. Specific experiences, as well as teaching materials and sources, were listed in detail with each trip report.

Importance of the problem. Santo Domingo Pueblo is in an isolated situation geographically. Children from the pueblo who attend the public school had had little previous contact with the dominant majority.[4] Santo Domingo is highly conservative, and the people remain intensely religious. This situation undoubtedly affects the pueblo children in their school successes.

English is a second language for these first graders.[5]

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[4]Zintz, op. cit., p. 98.

[5]Edward A. Marinsek, "The Effect of Cultural Difference in the Education of Pueblo Indians." Prepared for the University of New Mexico Research Study, The Adjustment of Indian and Non-Indian Children in the Public Schools of New Mexico (Albuquerque: University of New Mexico, College of Education, Miles V. Zintz, Director, September, 1958), pp. 2-5.

The native language is spoken at home.[6] Background of experience for these children is meager, due to geographic locale and/or socio-economic circumstances.[7] The controlled vocabulary of the readers is not providing adequate understandings for the primary levels.[8] Learning oral English patterns to establish better communication will help these children toward academic success.[9]

Definition of terms.

Indian. Throughout this study, the term "Indian" will be used with something like the geographical, racial, and cultural connotations of the term "European."[10] The main emphasis will be on the Pueblo Indian, specifically upon the Indian from Santo Domingo Pueblo.

Santo Domingo. An Indian pueblo, or town, located approximately forty-five miles north of Albuquerque, New

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[6]Ibid.

[7]A Program for Indian Citizens. A summary report, by the Commission on the Rights, Liberties, and Responsibilities of the American Indian (established by the Fund for the Republic, S. A. Aberle and William A. Brophy, Ex-Directors) (Albuquerque, January, 1961), pp. 30, 31.

[8]Zintz, op. cit., Section I, p. 116.

[9]Ibid., pp. 149-152.

[10]William Moyer Hemsing, "The History and Trends of Indian Education in New Mexico under the Administration of Federal and State Governments." Unpublished thesis, University of New Mexico, 1953, pp. 10-12.

Mexico, on U. S. Highway 85, and ten miles west of Highway 85, on State Highway 22.[11]

Native language. East Keresan from the Athabascan language group.[12]

Religion. Pueblo Indians, generally, practice a religion combined of Christianity and their ancient faith, based largely on deities of fertility, growth, and curing--a seeking to keep man in harmony with nature.[13]

Oral dialogues. An approach to teaching English as a second language in which the pupil's first contact with new language material is through the ear.[14]

Dominant majority. Conventionally, the majority is defined as the white, Protestant, native-born segment of the general population.[15]

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[11]Arts and Crafts of New Mexico Indians (Santa Fe, New Mexico: New Mexico State Tourist Bureau, State Capitol, n. d.), p. 2.

[12]Marinsek, op. cit., pp. 5 and 6.

[13]Arts and Crafts of New Mexico Indians, op. cit., p. 2.

[14]The Puerto Rican Study, "Teaching English to Puerto Rican Pupils in Grades 1 and 2." Sponsored by a grant-in-aid from the Fund for the Advancement of Education, Director, J. Cayce Morrison (New York: Board of Education of the City of New York, 1956), p. 2.

[15]Arnold W. Green, Sociology (New York: McGraw-Hill Book Company, Inc., 1952), p. 332.

First-grade rooms. At Santo Domingo Public School, the first-graders are grouped into three levels of readiness: pre-first, low first, and high first.

Field trip. A planned visit to a point outside the regular classroom; a going-out process in which students study the work-a-day world in operation.[16]

Audio-Visual methods. (1) Direct, Purposeful Experience, (2) Contrived Experiences, (3) Dramatic Participation, (4) Demonstrations, (5) Field Trips, (6) Exhibits, (7) Motion Pictures, (8) Still Pictures, Radio, Recordings, (9) Visual Symbols: Charts, Graphs, Maps, (10) Verbal Symbols.[17]

Control group. Twenty first-grade children at Zuni Pueblo Public School were tested with the picture test of Useful Vocabulary in May, 1963. These children will not have participated in the field trips.

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[16]Edgar Dale, Audio-Visual Methods in Teaching (New York: The Dryden Press, 1946), p. 134.

[17]Ibid., p. 37.

Zuni Pueblo. An Indian town located about thirty-five miles south of Gallup, New Mexico, on Highway 32.[18]

Procedures. This will be a methodological study. The preparation for, the conduct of, and the follow-up of each field trip will be presented in sufficient detail that it could be repeated by utilizing this material as presented.

Measuring results. The eighty first-graders at the Santo Domingo School were tested in January, 1963, with the Common Concepts Foreign Language Test, Form I.[19] They were tested again with Form II of this test after May 20, 1963. The mean raw scores on the separate tests were computed and the significance of the difference determined.

In addition, a multiple-response picture test of useful vocabulary emphasized on the field trips was constructed. It was administered to the eighty Santo Domingo children and the control group at Zuni Pueblo Public School that had not

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[18] National Geographic Atlas of the Fifty United States. Compiled and drawn in the Cartographic Division of National Geological Society (Washington, D. C.: National Geographic Society, Melville Bell Grosvenor, President and Editor, 1960), p. 23.

[19] "Common Concepts Foreign Language Test." Devised by Bela H. Banathy and Miles V. Zintz, et al. (Monterey, California: California Test Bureau, Del Monte Research Park, 1962).

participated in the field trips. The mean differences in performances were computed, and the significance of the difference was determined.

Organization of the remainder of the study. In Chapter II, related literature is reviewed under four main headings: (1) history of Indian education, (2) the effects of cultural differences and conflicts rising out of the education of Pueblo Indian children, (3) current investigations in teaching of English as a second language, and (4) the relationship of audio-visual methods of teaching to the improvement of oral English. The methods of procedure used in conducting the experiment are summarized in Chapter III. Oral drills, devised to elicit children's responses before and after each excursion will be found in the Appendix. Also reported in the Appendix, in narrative are the outlines of the seven trips, including an itemization of audio-visual methods, materials, and sources used for reinforcement of learning. Chapter IV will review the presentation and analysis of the data. Chapter V presents a summary, conclusions, and some implications for teachers of children learning English as a second language.

CHAPTER II

REVIEW OF RELATED LITERATURE

Teaching English as a second language to Indian children has involved a great deal of research among educators in terms of evaluation of present programs. A review of the resulting literature reveals a wide range of published material. This varies in degree from experimental or scientific investigation to summaries of opinions based on past experiences in the classroom.

Education of the Indian child. The history of the education of the Indian child in New Mexico has been chaotic. The first acculturating influences of significance were the mission schools of the Franciscans, established along the Rio Grande River about 1599, with the coming of Onate.[20] Vocational teaching was essential at that time, although language instruction would have been inevitable. Confusion abounded, for, upon the variety of Indian dialects were now imposed the Spanish tongue, together with the oral Latin

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[20]"Pueblos," excerpt from the Handbook of American Indians North of Mexico, Bulletin 30 (Bureau of American Ethnology) (U. S. Department of the Interior, Bureau of Indian Affairs, 1910), p. 3.

necessary for purposes of conversion and participation in Catholic services.[21]

In 1721, a royal decree required public schools to be established in each pueblo. There are a wealth of facts available, regarding the church-oriented Spanish education for Indians, to be gathered from the study of various translations of early Spanish accounts.[22] One grave problem was the lack of competent teachers. This situation was aggravated in 1822 when, under Mexican control, priests teaching in New Mexico were dismissed and replacements simply were not available. When Bishop Lamy arrived in 1851, he found a few private schools. The Spanish-American elite had tutors for their families.[23]

The stage had been set for American administration in 1846 with the arrival of General Kearny. James Calhoun, the first Indian agent, dramatically pictured the confusion of the Spanish, Indian, and American cultural forces. Numerous reports from the Indian Bureau also make up a rich

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[21]Hemsing, op. cit., pp. 30-32.

[22]Marinsek, op. cit., p. 2.

[23]Hemsing, op. cit., pp. 32-34.

source of material thereafter.[24] American missionaries founded schools to combat the illiteracy prevailing among all but the Spanish-American elite. English was introduced. It provided another complication for the Indian population, as well as for the Spanish-speaking communities.

In 1928, the Department of the Interior called for an impartial study of the increasing complexities in the whole field of administration of Indian affairs. The renowned "Meriam Report," financed by the Rockefeller Foundation, was based on field studies with Indians, the public, and the Indian Bureau personnel. Their research set new democratic goals for educators in the field and urged Congressional support. This landmark in Indian education highlights the difficulties of reconciling the vast differences between the three cultures involved--Indian, Spanish and Anglo. The findings were peculiarly significant since the tremendous scope of the investigation was both scientific and non-political.[25]

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[24]Marinsek, op. cit., citing on pages 10 and 11, Theodore H. Haas, "The Indian Reorganization Act in Historic Perspective," Indian Affairs and the Indian Reorganization Act, William H. Kelly (ed.) (Tucson: University of Arizona, 1954), p. 9; S. D. Aberle, "The Pueblo Indians of New Mexico: Their Land, Economy and Civil Organization," American Anthropologist, 50:8-9, No. 70, Part 2, 1948.

[25]Hemsing, op. cit., pp. 137-145.

However, between 1920 and 1930, investigations by Garth and Garrett, relative to performance by Indians on standard intelligence tests, came to the conclusion that Indians were inferior to whites in mental ability. This thinking began to change by the end of the Twenties, and present-day social scientists hold the opinion that no difference in innate mental ability exists between the Anglo and Indian cultural groups.[26] Based on such evidence, Havighurst wrote in 1957:

> The conclusion which is drawn by most social scientists from the data on Indian cultures and Indian intelligence is that the American Indians of today have about the same innate equipment for learning as have the white children of America. But in those Indian tribes which have preserved their traditional cultures to some extent, there is a limited motivation of children for a high level performance in schools and colleges.[27]

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[26]Carol Charles, "The Indian Child's Status in New Mexico's Public Elementary School Science Program" (research in progress, University of New Mexico, 1959-1960), citing Lewis Meriam, The Problem of Indian Administration (Baltimore: The Johns Hopkins Press, 1928), p. 1; William A. Brophy, Annual Report of the Commissioner, Bureau of Indian Affairs, to the Secretary of the Interior (Washington: U. S. Department of the Interior, Bureau of Indian Affairs, 1947).

[27]Miles V. Zintz, "Problems of Classroom Adjustment of Indian Children in Public Elementary Schools in the Southwest," Science Education (reprint), Vol. 46, No. 3 (April, 1962), citing Robert J. Havighurst, "Education Among American Indians: Individual and Cultural Aspects," The Annals of the American Academy of Political and Social Science, 311:113 (May, 1958), p. 262.

In actuality, the Indian finds his own culture of such value to him that he has successfully resisted the imposition of European and Anglo educational systems for more than four centuries.

The stern condition of his life in New Mexico has required that religion, law, knowledge of healing, economy, home life, and all other activity, necessarily be bound closely into his system of education. The Indian language has been taught effectively to each successive generation. Indian cultural values stress living uprightly, remaining in harmony with nature, being neighborly, and gaining the capacity to cope successfully with all problems between birth and death.[28] These factors must not be underestimated by educators, who face the passive indifference to the American educational system in the pueblos.

In 1950, Public Laws 815 and 874 were added to Federal statutes through Congressional action. Public schools were offered Federal funds under conditions

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[28] Hemsing, op. cit., pp. 21-24.

encouraging integration of Indian students.[29]

In 1960, Indian children were attending public, Federal, private, and mission schools. In fiscal year 1960, there were 133,316 Indian students, ages 6 to 18 years, inclusive, enrolled in these schools in the United States. More than half of all Indian children of school age attended public schools. Of those enrolled, 63.5 percent attended public schools.[30]

Unfortunately, many of these schools continue to present instruction and materials as though no differences exist in language or background among pupils of the school. Teachers need adequate training to cope with the cultural confusions that become obvious in the classroom situations where different meanings are brought about simultaneously for children of different cultures.[31]

Broad goals should remain the same. Certainly one of these objectives is to teach an understanding of the American

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[29]Charles, op. cit., citing Lewis Meriam, op. cit.

[30]Statistics Concerning Indian Education, Fiscal Year, 1960 (Lawrence, Kansas: U. S. Department of the Interior, Bureau of Indian Affairs, Branch of Education, Haskell Institute), p. 1.

[31]Robert Havighurst and Bernice L. Neugarten, Society and Education (Boston: Allyn and Bacon, Inc., 1957), pp. 172-173.

people and of the United States. Culturally-oriented materials and culturally-sophisticated teachers constitute an integral part of such a curriculum. Intellectual approach and knowledge must complement each other. Linguistics, in addition, has a major role: to provide analyses of individual or group differences and difficulties language-wise.[32]

With culture and language so closely interrelated, the Indian child can only fully understand Anglo culture through an adequate knowledge of English.[33]

Influence on Anglo and Indian cultural differences. In terms of factors that exercise major influence on Anglo and Indian cultural differences, Carol Charles says: Indian children in the Anglo classroom are hampered not only by educational attitudes similar to those of lower social classes, but additionally, evidence indicates, by factors operating to cause "cultural barriers" or differences.

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[32]Albert H. Marckwardt, "The Cultural Preparation of the Teacher of English as a Second Language," Language Learning, Vol. II, Nos. 3 and 4 (1961), Charles W. Kriedler (ed.) (Ann Arbor: Research Club in Language Learning, University of Michigan Press), pp. 153-156.

[33]Charles, op. cit., p. 21.

> Such factors include problems connected with learning English as a second language, and problems of paucity of background experiences. An additional factor, and one of great importance, involves cultural beliefs concerning religion. . . .

These beliefs, accepted literally by traditional Indian groups, explain large numbers of natural phenomena. When such beliefs, for example, directly oppose principles taught in schools, learning problems seem certain to result. Providing instruction at the child's level, therefore, presupposes acquaintance with cultural beliefs, and the use of tact in dealing with them.[34]

Indian attitudes toward education were investigated by Elizabeth Hoyt. She asked for essays from Indian children of the Southwest, where Indians are as close to old Indian values as they would be anywhere in the United States. The title for these essays was to be, "My Life on Leaving School," and the submissions showed that motivation to adapt to the Anglo world had not been sufficiently strong for most of these children. Their personalities were clouded by doubts and ambivalences and distorted by what they had sought as compensations. The main concerns seemed to be with money, making a living, and the future. Most children did not know very much about a range of jobs, or

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[34] Ibid.

the training available for them. Their ambitions were humble, and they expressed lack of confidence in their ability to achieve. A further check on ambition seemed to lie in the tie-up with family. The extended family expects to share in the child's earnings. On the other hand, children indicated the need to be with their extended family for feelings of security. The widest knowledge of jobs appeared to be in the integrated schools where the Indian children were associated with other children whose fathers had a variety of employment.[35]

Clarence Wesley states, relative to meager background experience of Indians, that without effective motivation, curriculum may be geared to a whole set of concepts and literary background too often totally unfamiliar to the Indian child. The youngster becomes lost and confused and sits unchallenged, while others forge ahead. Certainly teacher attitudes affect the learning situation as well as shape Indian attitudes toward public school education. Wesley suggests that sympathetic understanding and mutual

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[35]Elizabeth Hoyt, "An Approach to the Mind of the Young Indian," Journal of American Indian Education, Vol. 1, No. 1 (June, 1961) (Tempe, Arizona: Arizona State University, College of Education, Co-editors Robert A. Roessel, Jr. and Bruce S. Meador), pp. 17-23.

respect can only be arrived at when teachers know something about how Indians live, what the problems are at home, how to motivate these children, and what differences in values affect interest of Indians in terms of the program at school. A program of orientation for all teachers of Indian children would take little effort to initiate. Visits to villages, prior to the beginning of the school year, some selected required reading on history and traditions, discussions with officials on how the parents make a living, would all prove most helpful to teachers in understanding pupil backgrounds. Certainly the employment, wherever possible, of teachers especially trained in the skills of teaching English to non-English-speaking children should be recommended.[36]

The background of experience at home necessitates that Indian children be oriented to the competitive, democratic classroom as quickly as possible. These children tend to be shy, very quiet, and reserved. How much of this reserve is due to language handicap is not known--but Pueblo children

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[36]Clarence Wesley, "An Approach to the Mind of the Young Indian," Journal of American Indian Education, Vol. 1, No. 1 (June, 1961) (Tempe, Arizona: Arizona State University, College of Education, Co-editors Robert A. Roessel, Jr. and Bruce S. Meador), pp. 4-7.

are generally very well-behaved at home. They are disciplined by shame and fear.[37] How much their fear of ridicule may affect attempts at oral English in the school situation poses a problem for further research.

Wesley summarizes that being torn between two cultures is too glib an excuse to use for Indian student failure and drop-outs. Our schools are not tackling adequately the basic differences of language--the simple problems of communication--the understanding and being understood, which confront the non-acculturated Indian child as he gets further along in school and finds that ideas and vocabulary become increasingly complex.

> The big advantage of our Indian children attending the off-reservation public school is the fact that here these youngsters are forced to use the English language on the playground because that is the only way they can make themselves understood. . . . In their association with non-Indians, they learn how to accommodate themselves to another culture and to learn how white children behave. This acquaintance is a two-way procedure in that the non-Indian child also comes to understand Indian behavior in the same way. Thus both groups make compromises, change and adjust to each other's values in a natural, open, relaxed relationship.[38]

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[37] Marinsek, op. cit., pp. 94-96.

[38] Wesley, op. cit., pp. 4-7.

According to Beggs, Indians need to be taught better understandings of the dominant majority to improve educational attitudes and build confidence. He suggests the integrated school program, on-the-job training, athletic and recreational activities, employment in town, community hospitals, shared planning, intercultural workshops, joint committees, and instruction in the duties and privileges of voting, as among essential educational needs for living on or off the reservation.[39]

Bibo feels that meager background experience at home calls for many audio and visual aids for use in school, as well as excursions, real experiences, and scores of library books and pictures. Children ought to be encouraged to use materials themselves, and engage in activities requiring active participation. She reminds us that children will gain a helpful "social footing" by association in the classroom with those who speak English fluently and well, which ought to help overcome the feeling of being a member

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[39] Vernon L. Beggs, Basic Needs of Indian People. Special report (Bureau of Indian Affairs, Department of the Interior, Hildegard Thompson, Chief, 1957). Materials from conference sessions at Intermountain School, Brigham City, Utah.

of an isolated or "different" group.[40]

The religious beliefs of the Indians present a serious problem in the teaching of scientific methods in the Anglo classroom. Dutton says that there can be no understanding of Pueblo life apart from its religious beliefs and practices. With the Keresans, among whom the Santo Domingans are numbered, clans and medicine societies are important. The dual kiva system is intimately concerned with the Katcina organization, the spirit rain-makers. Participation in ceremonials is a communal duty and privilege of all the Pueblo people. Individuals are trained to take part in the dances from early childhood. Some of the most colorful and effective dances are performed by children exclusively, as, for example, Christmastime and Easter ceremonies at Santo Domingo.[41] School attendance is frequently affected by this participation in religious observances.

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[40] Nell H. Bibo, Basic Needs of Indian People. Special report (Department of the Interior, Bureau of Indian Affairs, Branch of Education, Hildegard Thompson, Chief, 1957). Materials from conference sessions at Intermountain School, Brigham City, Utah.

[41] Bertha P. Dutton (ed.), "Pueblos," Pocket Handbook of New Mexico Indians and their Arizona Neighbors (Santa Fe: New Mexico Association on Indian Affairs, The Rydal Press, Inc., 1955), pp. 9-10.

Not many years ago, less than half the children of some of the larger Pueblos were permitted by their parents to attend the day schools. At present, there is nearly 100 percent attendance. More Indian children are attending state schools each year, in spite of the fear on the part of some older members of the tribe that it will interfere with their religious training as Indians. Children are permitted to go home from the Pueblo Indian boarding schools to take part in religious dances and ceremonies. Unfortunately, the qualities we admire so much in Indians--their serenity and their fine spiritual balance--may be lost when Indian education has been placed under the States, but for economic reasons, Indian parents feel forced to accept the risk. The children must be prepared to compete in the outside world. In New Mexico today, 20 percent of the Indians are in public schools. At a recent conference on education held in Gallup, all the Indians agreed "that Indians need better education now; they are ready for it and cannot progress further without it."[42]

why?

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[42]Margretta S. Dietrich, "The Changing Indian," Pocket Handbook of New Mexico Indians and their Arizona Neighbors (Santa Fe: New Mexico Association on Indian Affairs, The Rydal Press, Inc., 1955), pp. 54-60.

Learning English as a second language poses problems familiar to scientific investigators in the field, such as Charles Fries, who wrote:

> A child in learning his native language has learned not only to attend to (receptively and productively) the particular contrasts that function as signals in that language; he has learned to ignore all those features that do not so function. He has developed a special set of "blind spots" that prevent him from responding to features that do not constitute the contrastive signals of his native language. Learning a second language, therefore, constitutes a very different task from learning the first language. The basic problems rise not out of any essential difficulty in the features of the new language themselves, but primarily out of the special "set" created by the first language habits.
>
> Robert Lado was the first to grasp the significance of these basic facts for the building of efficient valid measures of achievement and progress in mastering a foreign language. He has produced a variety of tests thus built upon a careful systematic comparison of the descriptive structural analyses of two languages--the native language of a group of students and the foreign language these students were striving to master. His book presents a practical approach to the kind of systematic linguistic-cultural comparisons that must form the basis of satisfactory teaching materials for the "new approach."[43]

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[43]Charles C. Fries, "Advances in Linguistics," College English, James E. Miller, Jr. (ed.), Vol. 23, No. 6 (Champaign, Illinois: The National Council of Teachers of English, 1961), citing Robert Lado, Linguistics Across Cultures (Ann Arbor: University of Michigan Press, 1957), Foreword, p. v.

Robert Lado explains that his book presents a fairly new field of applied linguistics--comparisons of any two languages and cultures to discover and describe the problems that the speakers of one of the languages will have in learning the other. His plan is based on the assumption that patterns can be predicted and described that will cause difficulties in learning, as well as those that will not cause problems, if the two languages are compared systematically for the student.[44]

Pincas reports that the assumptions underlying modern second-language-teaching theories require an emphasis on controlled habit-formation. For the foreign learner, any free, random, hit-or-miss activity is eliminated wherever possible, so that errors rising from the native-to-target language transfer can be avoided. The learner is made to mimic and repeat in drills the phonetic and syntactic patterns of the target language. He is not allowed in the beginning to create in the target language at all.[45]

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[44]Robert Lado, Linguistics Across Cultures (Ann Arbor: University of Michigan Press, 1957), Preface, p. v.

[45]Anita Pincas, "Structural Linguistics and Systematic Composition Teaching to Students of English as a Foreign Language," Language Learning, Vol. 12, No. 3 (1962), pp. 185-194.

Gunter states that the practical teacher of English finds three transformations to use for production of all sentences of the language that are grammatical: that is, used or accepted by native speakers of the language:

1. re-order of the elements of the core sentences,

2. shortening the core sentence by taking away elements, and

3. adding to the core sentence to produce longer structures.

He continues that in teaching a transformation such as change of statement to yes-no drill, we may make lists of statements for the purpose of teaching the negative form, the question form, or the passive form. Students must also learn when it is appropriate to use all these forms. With beginners, it becomes imperative to find the core sentences out of which other sentences can be formed with the application of the fewest rules. The child must learn what speakers mean when they speak.[46]

Strain reminds us that our task is to teach the sound system as of a foreign language. Several of his suggestions follow: to use a picture or demonstration to attract

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[46]Richard Gunter, "A Problem in Transformational Teaching," Language Learning, Vol. 11, Nos. 3 and 4 (1962), pp. 119-124.

the student's attention, to focus this attention by listening to pronunciation by the teacher, to sharpen recognition by using matching sounds, and to present drills for pattern practice.[47]

Investigations in linguistic science presently point up that the most stable features of a language are its sounds, not its vocabulary or its grammar. There are no language sounds that are easy or difficult in themselves. Ease or difficulty of pronunciation turns out to be a function of the way the phonetic material patterns in a person's native language. A child develops "blind spots" for a whole range of physical differences that form the signalling devices of other languages. Thus the force or power in the structural arrangements of the first language affect ability to learn a second language with ease.[48]

Francis discusses language as man's earliest and greatest invention:

> Language is symbolic and the nature of the symbol differs in form if one is speaking rather than writing. Language is systematic. For this reason it can be learned. Language is human.

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[47] Jeres E. Strain, "Teaching a Pronunciation Problem," Language Learning, Vol. 12 (1962), pp. 202-211.

[48] Charles C. Fries, op. cit., pp. 33-35.

> It is the most characteristic human activity completely different than the "language" of animals. It is a social instrument. Social relationships are achieved by it and through it. Language and social differences almost always go hand in hand. Language, however, needs to be learned. It is non-instinctive.[49]

As living experience is the root of spoken language, then spoken language is prior to all written language. This necessitates the use of experiences as a beginning in the instruction of any language arts. A teacher violates the basic principle of language if he does not encourage the pupil to talk and listen in order to teach him eventually to read and write.[50]

In teaching English as a second language, the teacher must bear in mind also that a large background of concepts is assumed by many writers of texts for the elementary school child. This assumption contributes to the handicaps of children with limited experience backgrounds.[51] Teachers

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[49]W. Nelson Francis, "The English Language," College English, James E. Miller, Jr. (ed.), Vol. 23, No. 6 (Champaign, Illinois: The National Council of Teachers of English (October, 1961), pp. 437-440.

[50]Jeanette Veatch, "Language Arts," Elementary English, Vol. 39 (Champaign, Illinois: National Council of Teachers of English, March, 1962), pp. 231-232.

[51]Margaret G. McKim, Guiding Growth in Reading in the Modern Elementary School (New York: The Macmillan Company, 1955), p. 376.

ought to be aware of this factor in relation to reading stories to children--many pictures and much discussion of meanings must be intermeshed with such reading.

Heidbreder feels that concepts are more readily attained at the perceptual level than at the intelligence level, and more readily as their critical features are more "thing-like."[52]

Concepts are defined for us by Smoke, as learnings which permeate thinking and which are marked by "consistency of differential, generalized symbolic response"--enabling one to generalize and extend or carry over understandings from one thing to another.[53]

Milgram and Furth's studies revealed that language experience must be relevant when language is limited. In experiments with hard-of-hearing and deaf children, Furth found that a child is limited in the extent to which he can utilize his language experience in conceptual grasp of situations and problems. Failures in his tests were

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[52]Edna F. Heidbreder, Mary Bensley, and Margaret Ivy, "The Attainment of Concepts, Regularities and Levels," Journal of Psychology, Vol. 25 (1948), pp. 299-329.

[53]Kenneth L. Smoke, "The Experimental Approach to Concept Learning," Psychological Review, Vol. 42 (May, 1935), pp. 274-279.

ought to be aware of the need to relate to learning
stories to children--very likely, indeed, a learner's
meanings must be introduced with such stories.

Furthermore, these concepts are more readily
attained at the perceptual level than at the verbal-conceptual
level, and even readily as visual-spatial feelings are
more "thing-like."[52]

Concepts are obtained from my study, or learning
which presents thinking and which are evoked by "consideration
of differential, generalized symbolic responses--making
one to generalize and attend a carry over under learning
from one thing to another."[53]

Bruner and Tonto's studies revealed that learning
experiences must be relevant when language is learned. In
experiments with pre-school-age and elementary children, they
found that a child is limited in the extent to which he can
utilize his language competence in conceptual grasp of
situations and problems. Children in this age group

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[52] John A. Holt, Jerry Kemmerly, "Concepts and
"The Attainment of Concepts, Relations and Events,"
Journal of Psychology, vol. 42 (1956), pp. 329-332.

[53] Jerome S. Bruner, "On Perceptual Readiness and
Concept Learning," Psychological Review, vol. 62 (1955),
pp. 127-137.

attributed to inability to summon up available concept knowledge rather than from absence of this knowledge. Picture cards with geometric pairs of figures were used in these tests, and children operated with the most ease in the order of sameness, symmetry, and opposition. Opposites were easiest of all.[54]

Eunice Newton sums up certain scientific linguistic knowledge that has filtered recently into the language arts texts of elementary schools:

1. Oral language is the kingpin of the communicative cycle.

2. American-English has the largest vocabulary of any language in the history of mankind, and the vocabulary is increasing by several thousand words each year.

3. Words are the labels we use for things, actions, and qualities of things and actions. Paucity of experience, of necessity, leads to narrowness of concept.

4. We each have several vocabularies, not one: listening, speaking, writing, and reading.

5. All languages have sound, word inflection, or form changes, word order and vocabulary.

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[54]Norman Milgram and Hans Furth, "Influence of Language on Concept Attainment," American Journal of Mental Deficiency, Vol. 67, No. 5 (Albany, New York: The American Association on Mental Deficiency, March, 1963), pp. 733-739.

Modern English is basically a word-order language. The syntactical arrangement of English sentences is the key to meaning.

6. Wide range in usage demands variability, plasticity, and maturity of listening as well as reading comprehension skills.[55]

Why must Indians learn to speak English well? To survive in our culture, Van Allen concludes, in relation to the language-experience approach to English, children must develop listening and speaking as distinguished from the reading and writing program. Children must be encouraged to think in English as a basis for skill development. Oral language must be related to the child's own vocabulary development, followed by creative stories with teacher help. A highly controlled vocabulary for beginners is rejected as invalid. Basic vocabulary expansion is deemed to be an individual matter, governed by the oral vocabulary of the child. Early recognition of words of high frequency in our language is a natural result of repetition which cannot be avoided in a productive environment. The child in such an environment will gain basic sight words plus a personal

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[55]Eunice Newton, "Exploring in the Language Arts," Education and the National Purpose, Helen Huus (ed.), Pennsylvania University 49th Annual Schoolmen's Week Proceedings (Philadelphia: University of Pennsylvania Press, 1961), pp. 185-189.

vocabulary functional for him and reaching far beyond the words selected for the usual reading programs. Phonic analysis develops thus from a say-it to a see-it sequence.[56]

Need for effective motivation. Indian children need effective motivation at school to progress in the study of English. At home, high value is placed on knowing the mother tongue well. In some instances, children are discouraged in attempts to use English outside the school, and the basic motivation for learning is lacking.[57]

The work of Tireman, Sininger, Sanchez, Coombs, and Boyce had shown, through the years, a general tendency for pupils to become more and more educationally retarded as they progress through the schools.[58]

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[56] R. Van Allen, "The Language-Experience Approach to Reading," Claremont College Reading Conference Twenty-fifth Yearbook, Malcolm P. Douglass (ed.)(Claremont, California: Claremont Graduate School Curriculum Laboratory, 1961), pp. 59-66.

[57] Zintz, op. cit., Section II, citing LeRoy Condie, "An Experiment in Teaching Oral English to Indian Children in New Mexico's Kindergartens," p. 166.

[58] Zintz, op. cit., citing, on p. 265, the following: Loyd S. Tireman, "Teaching Spanish-Speaking Children" (Albuquerque: University of New Mexico Press, 1948), pp. 45-50; Harlan Sininger, "An Age-Grade Study of the San Jose Training School and Its Two Control Schools," San Jose Training School, University of New Mexico Bulletin, School Series, Vol. 1, No. 2 (Albuquerque: University of New Mexico Press, 1931), pp. 3-10; George I. Sanchez, "The Age-Grade Status of the Rural Child in New Mexico Public

Of 9,751 children whose records were analyzed in December, 1957, only six percent were "up to grade," forty percent were retarded at least one year, and fifty-four percent were retarded two or more years.[59]

Children must recognize that their own thoughts and experiences can be expressed orally for the pleasure of all. Numerous activities ought to provide for interaction in the classroom: discussions, listening to stories, telling stories, and dictating to the teacher are a few fruitful devices. Oral communication will strengthen the child's concept of himself as a contributor of ideas to a growing society.[60]

Veatch says that talking and listening begin permissively with ideas that will hold an audience's attention. Without

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Elementary Schools, 1931-1932," Educational Research Bulletin, Vol. I (Santa Fe: Department of Education, November, 1932); L. Madison Coombs, et al., The Indian Child Goes to School (United States Department of the Interior, 1958); and George Boyce, "Why Do Indians Quit School?", Indian Education (May 1, 1960).

[59]Zintz, op. cit., citing, on p. 266, Robert Young, The Navajo Yearbook, 1958, Report No. VII (Window Rock, Arizona: Navajo Agency, 1958), p. 8.

[60]R. Van Allen, op. cit., pp. 59-66.

good ideas, there cannot be good talking, listening, or even hearing.[61]

It is essential for a child to realize that to speak well is a social advantage. Children may eventually set up their own standard. They may even go on to analyze why they like the voices and articulation of some people. Such discussion encourages listening to the speech of others and then comparing it to their own.

A child who can listen critically to his own and others' voices must face up to what he sounds like and learn to improve his voice quality. Critical listening helps one ascertain his own vocal assets and liabilities.[62]

Wilt suggests that listening skills can be improved since they are one of the child's major avenues of learning. She recommends much exercise and practice in telling of stories (for listening on the part of the remainder of the group), use of television in the classroom, radio music

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[61]Jeanette Veatch, "Language," The Instructor, Mary E. Owen (ed.) (Danville, New York: F. A. Owen Publishing Company, March, 1962), pp. 83-100.

[62]Mardel Ogilvie, "Developing Better Patterns of Speech in the Classroom," Education and the National Purpose, Helen Huus (ed.), Pennsylvania University 49th Annual Schoolmen's Week Proceedings (Philadelphia: University of Pennsylvania Press, 1961), pp. 201-211.

appreciation, use of rhythm instruments, films, tape recordings, records, and pre and post discussions of why we listen and what sounds are heard.[63]

The problem of motivating students to learn a second language is not restricted to the United States. It is interesting to review the findings of Levshin in regard to the problem of teaching Russian as a second language to children of the various Soviet republics:

> The child speaks his native language quite readily and correctly at the age of five or six more often than not. Just think of all the knowledge, feeling, thoughts, logic and even philosophy needed to speak any language as well as a bright child of six or seven speaks it, if it is his native tongue.
>
> But what happens thereafter to this astonishing facility which children display for language? What happens to the "amazing method" by which they master the grammar and wealth of vocabulary of their native language?
>
> In the first grade in school, a number of children are sure to display "incapability" of learning Russian. And the higher the grade, the more "incapables" there will be in this most important subject. What can the trouble be? The inaptitude of the children, moreover, grows more and more glaring as they advance to more difficult and complex materials.[64]

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[63]Mariam E. Wilt, "Listening Skills Can Be Improved," The Instructor, Vol. 72, No. 5 (January, 1963), p. 33.

[64]L. Levshin, "All-around Development of the Personality and Some Problems of Pedagogy," Soviet Education, Myron E. Sharpe (ed.), Vol. IV, No. 7 (New York: International Arts and Sciences Press, 145 Fifth Avenue, May, 1962), pp. 12-24.

In the "oral approach" to English in the integrated Indian and Anglo public school, where the needs of both cultures are taken into consideration, many compromises are possible in planning effective materials to be utilized by teachers who are aware of the common interests of children of any culture: arts and crafts, holidays, recreation, how other children live, nature study, and national, cultural, or religious celebrations, to name a few.

Learning must tap an innate interest. Some things are sure-fire. An animal or a surprise! A child learns when he feels basically involved in the inquiry. If there is readiness, interest, and therefore motivation, discovery takes place.[65]

Jacob Greenberg, after a long journey through the United States, observes that he was impressed with the increased use of audio-visual methods in teaching language. It requires willingness to experiment, a great store of vitality, and intensive teacher training. He felt that procuring teachers competent to teach the audio-visual method was a pressing problem. He continues with the information that the Army School at Monterey devotes six hours a day to language work.

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[65]Veatch, op. cit., p. 61.

The teachers are native. The method is audio-visual. A vast amount of freedom of action is allowed each teacher. This, more than anything else, is believed to contribute to enthusiastic creative effort on the part of the teacher, and maximum achievement by the students.[66]

Use of audio-visual materials. The effective use of audio-visual materials is related primarily to techniques involving proper equipment. Sabbeth asks the academic question, "Can I learn to use the equipment and who will teach me?"

If a teacher has learned in his life to drive a car, to tinker with a TV or a radio, to operate a sewing machine or washing machine, or "to do it yourself," there is no reason why he cannot learn to use the equipment . . . provided he has the desire and gives it the necessary time.

Who will teach me? There stands behind him a battery of experts. The company representative who is required by contract to provide a definite period of instruction, the supervisor of the department who will already have received adequate training, and the staff of the Bureau of Audio-Visual

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[66]Jacob Greenberg, "Audio-Visual Techniques," Journal of Educational Sociology, Vol. 35 (New York: Payne Educational Sociology Foundation, Inc., New York University, February, 1962), pp. 243-247.

Instruction. The rule is to proceed slowly and to afford a maximum period of training. Time must be found on special examination days, during a free period, on days when normal classes are not in session, or department meetings may be devoted to instruction.[67]

Kjeldergaard states that a good audio-visual program is one administered by an educator whose training, experience, and philosophy are committed to improving instruction at all levels and in all areas.

> The tools are (1) a competency in educational areas of communication, curriculum, methodology, and evaluation, (2) a willingness to assist the teacher in defining or redefining teaching goals and evolving new methods, or modifying and strengthening old ones, (3) a knowledge of materials available, (4) familiarity with the media for best understandings of the potential and limitations, (5) skill in producing materials to solve specific problems, (6) ability to assist teachers in utilization of instructional materials most effectively, and (7) a recognition that provision for pre-views and follow-up activities is essential for reinforcement of the initial experiences.[68]

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[67]Morris Sabbeth, "Audio-Visual Techniques and the Language Laboratory: Some Aspects of Teacher Training in Laboratory Techniques," Journal of Educational Sociology, Vol. 35 (New York: Payne Educational Sociology Foundation, Inc., New York University, February, 1962), pp. 271-277.

[68]A. Kjeldergaard, "Defining a Good Audio-Visual Program," Educational Research Bulletin, Vol. 31 (Columbus, Ohio: Ohio State University, College of Education, April, 1961), pp. 119-129.

Dale's "Cone of Experience" summarizes audio-visual materials in a pictorial device, an aid to explaining interrelationships of the various types of materials, as well as their individual positions in the learning process. It becomes obvious immediately that sensory materials can be readily classified as they move from the most direct to the most abstract kind of learning. Each division of the cone, however, represents a stage between the two extremes--between direct experience and pure abstraction. The cone serves admirably as a visual metaphor of learning experiences, in which the various kinds of audio-visual materials appear in the order of increasing abstraction as one proceeds from direct experience, through contrived experiences, dramatic participation, demonstrations, field trips, exhibits, motion pictures, radio, recordings, still pictures, and visual symbols to verbal symbols.[69]

For purposes of this experiment, the field trip was selected as an educational experience to which a major number of audio-visual activities could be successfully related.

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[69]Edgar Dale, "The Cone of Experience," Audio-Visual Methods in Teaching (New York: The Dryden Press, 1946), pp. 37-39.

CHAPTER III

THE METHOD OF PROCEDURE

Introduction

The need for continuous research in the teaching of oral English as a second language has been repeatedly emphasized in the preceding review of the literature. The purposes of this investigation were to (1) assess improvement in oral vocabulary of Indian first-grade children at the Santo Domingo Public School, as measured by a common concepts test administered in January and May, 1963; and (2) introduce techniques to the experimental classroom teachers incorporating audio-visual aids and field trips to promote ease of learning to speak English. In Chapter III, the selection of the experimental and control groups and the steps in procedure in conducting the study are discussed.

Language drills for the Santo Domingo children to practice at school, preceding and following each field trip, will be found in Appendix A. The complete narration of each field trip makes up Appendix B.

The Selection of the Experimental and Control Groups

The experimental group. Eighty first-grade children from the Santo Domingo Public School were the experimental group. The Bernalillo Municipal School System in New Mexico was participating in a three-year study concerned with improvement of instruction and overcoming educational retardation. The administrator of the Bernalillo Municipal Schools was anxious to have the study carried out, and evidenced positive interest throughout. The interest of the administration of the school was clearly evident in the provision of the school buses for seven field trips to Albuquerque. Two school buses were used and each round trip was approximately one hundred miles.

The three first grades at Santo Domingo (the experimental group) were divided into a pre-first, a first, and a high first. Their native language is Keresan. The pre-first was composed of twenty-one boys and five girls. They ranged in age from 6.5 to eight years. The median age was 7.2. Their replies to questions in English were almost uniformly one-word responses. Their tendency was to give choral response. There was a strong indication that these children understood little English, and spoke almost none. They talked to each other in their native tongue.

The first grade was made up of sixteen girls and eleven boys, with an age range of from seven to 8.2 years. The median age was 7.8. These children showed a tendency to respond in chorus when questioned. Individuals were very shy, and it seemed obvious that much difficulty could be anticipated in communicating in oral English until some core sentence structures could be developed. They used Keresan in talking to their friends.

The high first was composed of fifteen boys and eleven girls. The age range in this room extended from 7.4 to 10.1 years. The median age was 8.4. The older children were presenting the typical problems of youngsters over-age in grade. First grade curriculum was not sufficiently challenging for them, but the language handicap was still present as a serious factor affecting understandings. This group had not developed any system of oral responses in English. Their sentences were incomplete. Phrases were used as replies to questions. Simple yes-no answers were frequent. They spoke to each other in Keresan.

The inside control group. The first grade in Zuni Elementary School constitutes a group comparable to the Santo Domingo children. The first grades in both of these schools are entirely Pueblo Indian. The isolation of the

pueblos and the traditional cultures would have provided limited backgrounds of experience and little knowledge of English before entering school.

The inside control group at Zuni was made up of twenty children selected as representative from each of five first-grade classrooms. The group of nine girls and eleven boys had a median age of 7.9. Their age range was from 6.8 to 8.4 years. They did not seem to feel shy with the investigator. There was little opportunity for conversation, but the children exhibited an ease and readiness of response that seemed to indicate more practice with oral English.

The outside control group. The investigator devised a Picture Test of Useful Vocabulary based on the concepts taught in the language pattern drills and on the field trips. Forms I and II will be found in Appendix C. A first grade of native English speakers, judged to be a representative first-grade class, were given this test as a comparative norm for the final performance of the experimental group at the close of the study.

The outside control group were tested in Clovis, New Mexico. Their median age was six. The twelve boys and sixteen girls ranged in age from six to seven years.

The teachers at Zuni and Clovis were native speakers. The teachers at Santo Domingo were bilingual, Spanish, and English-speaking. Their willingness to cooperate in this experiment is to be highly commended.

The Steps in Procedure

The Testing Program

The Common Concepts Foreign Language Test, Form I, was administered individually, by this investigator and other qualified adult volunteers, in January, 1963, at Santo Domingo and Zuni.[70] The outside control group at Clovis was not concerned with this part of the experiment.

This test was designed to measure understandings of simple sentence patterns read to the examinee. It may be administered in English, German, French, or Spanish. The examinee selects the appropriate picture in a multiple-choice selection of four choices. The California Test Bureau is in the process of providing norms for foreign language teachers at various levels.

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[70]Common Concepts Foreign Language Test, Forms I and II, devised by Bela H. Banathy, Miles V. Zintz, W. James Popham, Joseph M. Sadnavitch, Rena Krichbaum, Fred B. Gannon, Valdemar Hempel, and Klaus A. Mueller (Monterey, California: California Test Bureau, Del Monte Research Park, 1962), 31 pp.

This was the only test known to the investigator that would give a measure of the extent of English language already known by these children, since they are not required to answer orally. They point to the picture of their choice in response to the question or statement of the examiner. The usual reading readiness test often given to groups such as these has not proved a satisfactory indication of readiness for reading.

Oral Language Drills

Oral language drills were provided for use in each Santo Domingo classroom, before and after each field trip. These were designed to habituate common English language patterns and to teach concepts needed in the primary school course of study. This language teaching was based on a series of field trips in order to give these children first-hand experience with new concepts that were being developed.

Measurement of Results

Form II of the Common Concepts Foreign Language Test was administered in May, 1963, at Santo Domingo and Zuni, in order to measure increases in raw scores of the control group and the experimental group, and to test the significance of the difference.

Picture Test of Useful Vocabulary

This test was designed by the investigator to measure concepts gained through taking the field trips. It was given as a group test. Of necessity, there was no reading required, and the design was that of a multiple choice technique wherein children selected and marked one of four picture choices on the test. Both control groups, as well as the experimental classrooms were tested, to see if the experimental group could perform in a manner significantly better than those who did not take the field trips.

Illustrative directions for the Picture Test included:

1. Underline the elevator. An elevator goes up and down.
2. Which one does not belong in the house? Underline it.

The Picture Test of Useful Vocabulary, Parts I and II, together with directions for the examiner, will be found in Appendix C.

This testing program had been approved by Superintendent Sanchez as well as Ernest Gurule, Principal at Santo Domingo School, since Santo Domingo is a part of the Bernalillo Municipal School System.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Data in Chapter IV will include descriptions of the plans for the field trips, as well as for the language pattern drills. Initial and final test results will conclude this portion of the study.

Plans for the Field Trips

After the selection of the field trip and the date for the excursion, conferences were held at Santo Domingo with the principal and teachers of the experimental classrooms. This investigator visited the site of the trip and interviewed, respectively, the owner or manager, or the person with authority to conduct school tours at these various locales. A satisfactory number of adult volunteers were contacted to accompany the group on each successive outing.

In terms of preparation of materials, the writer made an inventory for each occasion of suitable audio-visual aids and methods. These findings were recorded. As soon as selected materials were procured, they were taken to Santo Domingo and presented to the three teachers.

Appendix B reports the number of items obtained and their sources.

Vocabulary had to be selected for preparation of oral drills, preceding and in evaluation of each excursion. Special situations, such as demonstrations in the classrooms, were each recorded with useful language patterns for the specific event. After each presentation of oral drills, teacher evaluation was requested and noted by the investigator.

Transportation was arranged, if necessary, for the adult volunteers. Routes were supplied for the bus drivers from the pueblo. Areas needed to be determined for eating lunch, with adequate bathroom facilities near at hand for eighty children.

A narrative account of each of the seven trips will be found in Appendix B. An evaluation of each excursion took place during classroom visiting periods, or during principal and/or teacher conferences following the outings. Children's observations in the classrooms were always significant and worthy of note for reference in preparation of trips still to be arranged.

Reinforcement of learning, following these direct experiences of the children, included additional and

supplementary audio-visual aids, the language patterns, and the regular classroom visits.

Criteria for selection of the excursions included: (1) interests of children, (2) accessibility from Santo Domingo, (3) health and safety factors, and (4) potential for development of the children's oral English. The seven trips are listed below:

1. Montgomery Ward's Department Store, Winrock Shopping Center
   University of New Mexico, Hodgin Hall

2. First National Bank Building (the seventeenth-floor view)
   Zip Potato Chip Factory
   Seven-Up Bottling Plant

3. Mountain States Telegraph and Telephone Company

   A. The city switchboard
   B. The business offices

   Television Station KNME
   University of New Mexico, Johnson Gymnasium

4. Kirtland Air Force Base

5. Los Poblanos Farm

6. The Circus

7. The Zoo in Albuquerque

   A. Picnic in the park

Examples of Language Patterns

Choice of useful vocabulary was related to each excursion. An attempt was made to include many nouns in the language content of the drills that could be associated directly with concrete experiences as well as with audio-visual aids supplied for reinforcement. The Picture Test of Useful Vocabulary would be used at the end of the experiment to review this language. Patterns for the oral drills for the classroom were based on those of the Fries American English Series, Book 1.[71] Simple questions and answers were used, with contractions wherever possible. Elements of language were restricted to subjects and simple predicates. Examples follow:

Pre: Teacher: Would you like to go for a ride on the school bus?

Children: (Taking turns.)

Yes, I would.

Yes, I would like to go.

Yes, I'd like to go.

Yes, we'd like to go

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[71] Pauline Rojas, Director, and Staff, Fries American English Series, Book 1, "For the Study of English as a Second Language" (Boston: D. C. Heath and Company, 1952).

Teacher: We're going to see Winrock Center. We'll see Santa Claus and three of his reindeer. We'll see many other things.

Children: (Teacher prompts individuals.)

We'll see Santa Claus.

I'm going to see the reindeer.

He's going to see the reindeer.

She's going to see the reindeer.

Post: Teacher: When we came to Winrock Center, what did we see?

Children: (One at a time, whatever they remember.)

We saw the escalator.

I saw the stores.

We saw many people.

Teacher: Did we see lots of toys?

Children: Yes, we did.

Yes, I did. (he, she)

We saw lots of toys.

From December, 1962 through January, 1963, classroom visits from Albuquerque to Santo Domingo were scheduled by this investigator weekly. Beginning with February, 1963, two visits a week were made in the mornings. Usually each classroom was visited, in turn. Audio-visual materials were taken to the teachers, demonstrations were given to the

groups; reports on and evaluations of trips were received from teachers and children; and, always, oral routines were reviewed in each room.

The Initial and Final Testing

Table I, page 52, gives a summary of the results of efforts by the three first grades at Santo Domingo on this test. The reader will note raw scores earned in January, 1963. The pre-first standard deviation of 7.64 indicates relatively the same amount of variability in the three performances. The small standard deviation indicates a relatively narrow range of scores in the performance of each class. The highest scores and narrowest range earned by the high first yielded standard deviations of only 3.59 and 3.98. The grade level, number of children taking the test, their ages, and the means, are also included in this table.

Table II, page 55, gives results on Form I and Form II for the Zuni control group, with mean scores and standard deviations. The Zuni children, on Form I, tested between the Santo Domingo first and high first classes in performance. On Form II, results show that all groups earned higher raw scores. The Santo Domingo pre-first room showed a raw score gain of eleven points.

TABLE I

Summary of Results on
The Common Concepts Foreign Language Test, Forms I and II,
January, and May, 1963
Santo Domingo

TEST OF COMMON CONCEPTS

Pre-First Grade

Number of Children	Form I 1/63	Form II 5/63	C. A. 5/63
1.	51	61	6-7
2.	53	60	7-3
3.	47	72	7-2
4.	43	55	7-4
5.	52	66	7-4
6.	62	66	7-1
7.	57	71	7-7
8.	48	67	7-0
9.	68	71	7-5
10.	42	66	6-5
11.	60	72	7-0
12.	60	72	8-0
13.	54	60	7-6
14.	57	74	7-3
15.	56	76	6-9
16.	69	69	7-2
17.	53	58	7-3
18.	48	70	7-10
19.	71	71	6-5
20.	55	69	7-0
21.	54	62	7-3
22.	60	53	7-3
23.	44	67	6-5
24.	51		6-11
	Mean = 54.79	Mean = 66.43	
	S. D.= 7.64	S. D.= 7.26	

Note: Means were computed for 24 and 23 children, respectively.

TABLE I (Cont'd)

CONCEPTS TEST SCORES

First Grade

Number of Children	Score 1/63	Score 5/63	C. A. 5/17/63
1.	58	74	7-2
2.	63	66	8-2
3.	62	74	7-8
4.	65	70	7-5
5.	58	67	7
6.	61	71	7-9
7.	48	54	8
8.		63	7-11
9.	56	72	7-10
10.			8-1
11.	58	72	7-7
12.	60	67	8-2
13.	67	71	7-5
14.	60		7-3
15.	67	73	7-6
16.		67	7-6
17.	68	76	7-7
18.	56	64	7-10
19.		65	7-4
20.	56	62	7-7
21.	66	74	8-2
22.	63	70	7-5
23.	52	66	7-5
24.	55	70	8-2
25.	60	75	7-10
26.	65	71	8-1
27.	55	69	7-8
28.	63	69	7-9
	Mean = 60.50	Mean = 68.92	
	S. D.= 5.05	S. D.= 4.76	

TABLE I (Cont'd)

TEST OF COMMON CONCEPTS

High First Grade

Number of Children	Form I 1/63	Form II 5/63	C. A. 5/63
1.	74	78	7-6
2.	66	71	8-11
3.	68	75	8-2
4.	67	75	8-1
5.	69	74	8-7
6.	67	72	7-11
7.	63	70	8-5
8.	72	75	8-7
9.	67	72	9-1
10.	62	68	8-2
11.	69	71	8-4
12.	71	72	8-1
13.	70	69	8-0
14.	70	75	7-4
15.	76	76	8-4
16.	59	79	8-9
17.	70	74	8-4
18.	69	73	8-8
19.	62	68	9-0
20.	67	77	8-2
21.	71	75	8-4
22.	69	70	8-6
23.	68	73	9-7
24.	73	78	10-1
25.	69		8-6
	Mean = 68.36	Mean = 72.80	
	S. D.= 3.59	S. D.= 3.98	

TABLE II

Summary of Results on
The Common Concepts Foreign Language Test, Forms I and II,
January, and May, 1963
First Grade
Zuni

Number of Children	Form I 1/63	Form II 5/63	C. A. 5/63
1.	70	71	7-11
2.	69	71	8
3.	67	73	7-8
4.	75	77	8-4
5.	73	71	7-7
6.	70	70	7-7
7.	64	75	6-8
8.	67	71	8-3
9.	76	75	7-11
10.	66	70	7-5
11.	67	69	8
12.	63	70	7-10
13.	75	71	7-10
14.	57	69	8
15.	60	73	7-9
16.	71	73	8-3
17.	60	70	6-11
18.	60	67	7-4
19.	61	64	7
20.	66	73	6-9
	Mean = 66.85	Mean = 71.15	
	S. D.= 5.42	S. D.= 2.83	

Table III, page 57, compares the means on the Form I and means on Form II earned by each of the three experimental groups, and the inside control group. The significance of the difference in performance between tests I and II was determined by finding the t-score. The results showed a one percent level of significance for the Santo Domingo pre-first and first grade. The Santo Domingo first and high first showed a one percent level of significance.

The Wilcoxon Rank Order Test was used in a comparison of levels of performance (the control and experimental groups), to see whether there was any significant difference between Zuni and each Santo Domingo classroom, on Forms I and II of the Common Concepts Test. Table IV, page 58, shows these results.

Between Zuni and the Santo Domingo pre-first, there was a significance beyond the one percent level on both Form I and Form II. Between Zuni and the first grade at Santo Domingo, on Form I the level of significance was beyond one percent, but on Form II, the comparison was not significant. In comparing Zuni with the high first at Santo Domingo, Form I was not significant and Form II was significant at one percent.

Table V, page 59, gives a comparison of gains from January, 1963 to May, 1963. A t-score of 2.44 was found on

TABLE III

Comparison of Means on Pre and Post Tests
Three Experimental Classrooms and the Inside Control Group

COMMON CONCEPTS FOREIGN LANGUAGE TEST

Group (School)	Grades	Number of Children Form I	Number of Children Form II	Means Form I	Means Form II	Standard Deviation Form I	Standard Deviation Form II	T-score	Level of Sig.	Median Age
Santo Domingo	Pre-first	24	23	54.79	66.43	7.64	7.26	19.9	.01	7.25
	First	24	26	60.50	68.92	5.05	4.76	6.01	.01	7.8
	High First	25	24	68.36	72.80	3.59	3.98	3.78	.01	8.4
Zuni	First	20	20	66.85	71.15	5.42	2.83	3.31	.01	7.95

TABLE IV

Comparison of Level of Performance
Control versus Experimental Groups

COMMON CONCEPTS FOREIGN LANGUAGE TEST
FORMS I AND II

School	Grade	Means I	Means II	Form I z-score*	Form II z-score*	Level of Significance I	Level of Significance II
Santo Domingo	Pre-first	54.79	66.43	4.34	2.61	.01	.01
	First	60.50	68.92	3.30	1.50	.01	not sig.
	High First	68.36	72.80	1.05	2.16	not sig.	.01
Zuni		66.85	71.15				

*z = normal variable Wilcoxon Rank Order Test.

TABLE V

A Comparison of Gains of Each Test Group With Gain of Control Group on Common Concepts Foreign Language Test, Forms I and II
(Gains from January, 1963 to May, 1963)

School	Grade	Means I	Means II	Gains	T-score	Level of Significance
Santo Domingo	Pre-first	54.79	66.43	11.64	2.72	1%
	First	60.50	68.92	8.42	2.04	Beyond 5% Level
	High First	68.36	72.80	4.44	.08	Not significant
Zuni (inside control)	First	66.85	71.15	4.30		

the comparison of Zuni with the Santo Domingo pre-first, which is significant at the one percent level of confidence. A t-score of 2.04 was found on comparing Zuni with the first grade at Santo Domingo. This is significant beyond the 5% level. A t-score of only .08 was obtained on the Santo Domingo high first grade in comparison with Zuni, which is not statistically significant.

Table VI, page 61, gives the results of a comparison of the over-all Santo Domingo average scores with the Zuni control group averages.

On Form I of the Common Concepts Test, the difference between the means of 66.85 and 61.31 are significant at the one percent level of confidence. On Form II, the differences were not statistically significant. The Santo Domingo children had improved sufficiently in the interim to reduce the difference between the means to less than two raw score points.

In a test for correlation of pupil performance, Table VII, page 62, shows for the Zuni control group a correlation coefficient, r equaling .53.

The Picture Test of Useful Vocabulary, Parts I and II (see Appendix C), was developed by the writer to be given after the field trips had been taken. This test was

TABLE VI

A Comparison of Over-all Average Scores with Zuni Control Group Averages

COMMON CONCEPTS FOREIGN LANGUAGE TEST
FORMS I AND II
January, 1963 to May, 1963

School	Number of Pupils	Mean	Standard Deviation	Standard Deviation Error	Critical Ratio	Level of Significance
FORM I						
Zuni	20	66.85	5.44	1.44	3.84	1%
Santo Domingo	73	61.31	5.48			
FORM II						
Zuni	20	71.15	2.83	1.28	1.33	not sig.
Santo Domingo	75	69.45	5.68			

TABLE VI

A Comparison of Over-all Average Score with Zumi Control Group Averages

COMMON CONCEPTS FOREIGN LANGUAGE TEST
FORMS I AND II
January, 1963 to May, 1963

School	Number of Pupils	Mean	Standard Deviation	Standard Deviation Error	Critical Ratio	Level of Significance
FORM I						
Zumi	20	66.85	5.44	1.44	3.84	1%
Santo Domingo	23	61.31	5.48			
FORM II						
Zumi	20	71.15	2.83	1.26	1.23	not sig.
Santo Domingo	75	69.65	5.58			

TABLE VII

Correlation of Pupil Performance
Using the Zuni Control Group
May, 1963

COMMON CONCEPTS FOREIGN LANGUAGE TEST

Group	Number	Means I	Means II	Standard Deviation I	Standard Deviation II	Correlation Coefficient
Zuni	20	66.85	71.15	5.42	2.83	r = .53

ZUNI - SPEARMAN RANK CORRELATION

Number of Children	Raw Score February	Rank Score	Raw Score May	Rank Score	Rank Difference
1.	70	6.5	71	10	3.5
2.	69	8	71	10	2
3.	67	10	73	5.5	4.5
4.	75	2.5	77	1	1.5
5.	73	4	71	10	6
6.	70	6.5	70	14.5	8
7.	64	14	75	2.5	11.5
8.	67	10	71	10	0
9.	76	1	75	2.5	1.5
10.	66	12.5	70	4.5	2.5
11.	67	10	69	17.5	7.5
12.	63	15	70	14.5	.5
13.	75	2.5	71	10	7.5
14.	57	20	69	17.5	2.5
15.	60	18	73	5.5	12.5
16.	71	5	73	5.5	.5
17.	60	18	70	14.5	3.5
18.	60	18	67	19	1
19.	61	17	64	20	3
20.	66	12.5	73	5.5	7

Equation: $\Sigma X^2 = 659.5$, $\Sigma Y^2 = 644$, $\Sigma D^2 = 626.25$, $rs = \frac{659.5 + 644 - 626.25}{2\sqrt{(659.5(644)}} = .522$

TABLE XII

CORRELATION OF EARLY EXPERIENCE
between the Early Control Group
May, 1951

COMMON CONCEPTS ROTATION INVENTORY TEST

Group	Number	Mean		Deviation		Correlation
		I	II	I	II	
Early Experience	50	22.12	22.32	3.83	3.93	r = .22

administered in May, 1963, at Santo Domingo, to provide some measure of vocabulary growth related to the field trips, the classroom activities, and the practice of oral English patterns. It was administered at Zuni, the inside control group, and at Clovis, the outside control.

Parts I and II each consist of twenty-four items. These meaningful pictures and words were not restricted to the controlled vocabularies of the first grade readers. However, the outgrowth of activities in the classrooms, prior to and following the excursions, tied in with various social studies' units on primary levels of interest. As many pictures and words as possible had been introduced, reflecting the values and vocabulary of the dominant majority, to help prepare these children for the concepts embodied in the texts of succeeding grades.

The Picture Test was given as a group test to twenty-nine children in a Clovis first-grade classroom in May, 1963, to confirm the underlying assumption of this investigator that an average first grade of native speakers would be familiar with the oral vocabulary and pictures making up the test material.

Table VIII, page 64, gives a summary of data together with a comparison of the levels of performance on Part I

TABLE VIII

Comparison of Level of Performance on Part I as against Part II
for Each of the Five Classes
Summary of Data

PICTURE TEST OF USEFUL VOCABULARY
May, 1963

School	Grade	Number of Children		Mean		Standard Deviation		Median Age	T-test score	Level of Sig.	S. E.$_D$
		I	II	I	II	I	II				
Santo Domingo	Pre-first	26	26	19.08	19.85	2.32	2.07	7.25	1.23	not sig.	.6272
	First	26	26	21.38	21.08	1.71	2.01	7.8	.58	not sig.	.50
	High First	26	26	20.88	21.28	.88	1.28	8.4	.49	not sig.	
Zuni (inside control)	First	28	28	19.75	21.21	2.40	.98	7.95	2.36	1%	.0966
Clovis (outside control group)	First	29	29	21.34	22.65	1.44	1.29	6	4.20	sig. at 1%	

as against Part II for each of the five classrooms. The Zuni and Clovis children, who took this test as a group, performed significantly better on Part II than on Part I. There was not a significant difference in the performance of the experimental group on the two tests.

Table IX, page 66, shows the results of a comparison of the level of performance of Zuni with each of the groups from Santo Domingo. The Wilcoxon Rank Order Test was used.[72] On Form I, there was no significant difference between the scores carried by the pre-first group at Santo Domingo and the Zuni first grade. On Form II, the difference was significant at the one percent level in favor of Zuni. With the first grade at Santo Domingo, the comparison was significant on Form I at the one percent level in favor of Santo Domingo first grade, but there was no significant difference on Form II. In comparison with the high first at Santo Domingo, the Zuni results showed no significant differences for either Forms I or II.

In a test for correlation of pupil performance, using the Zuni and the Clovis groups, Table X, page 67, shows the

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[72]Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill Book Company, Inc., 1956), pp. 75-83.

TABLE IX

Comparison of Level of Performance of
Zuni Classroom with Each Experimental Group
(Picture Test of Useful Vocabulary I and II)
May, 1963

Schools	Grade	Means I	Means II	Form I z = (normal)*	Form II z = (normal)	Level of Significance I	Level of Significance II
Santo Domingo	Pre-first	19.08	19.85	.91	2.42	not sig.	.01
	First	21.38	21.08	2.54	.12	.01	not sig.
	High First	20.88	21.28	1.75	1.00	not sig.	not sig.
Zuni	First	19.75	21.21				

*z = normal variable with mean zero and unit standard deviation.

TABLE X

Correlation of Pupil Performance Using the
Zuni Inside Control and Clovis Outside Control Groups
Picture Test
May, 1963

School	Number of Children	Means		Standard Deviation		Correlation
		I	II	I	II	
Zuni	28	19.75	21.21	5.42	2.33	.38
Clovis	29	21.34	22.66	1.44	1.29	.195

correlation coefficient r equaling .38 for Zuni and .195 for Clovis.

Table XI, page 69, gives a correlation of student performance on Form I of the Common Concepts Test and Part I of the Picture Test, with the combined Santo Domingo classrooms. The Spearman Rank Correlation Test was used on the combined data.[73] Results showed r equaling .43. While significant at the one percent level of confidence, this indicates only a mild correlation; but this is adequately explained by the high scores earned on both tests.

The high first at Santo Domingo was handicapped in the last six weeks of the school year, because of the unavoidable periodic absences of their teacher. While cooperative substitute teachers were in attendance during this crucial learning period, it may be safely assumed that their unfamiliarity with the special aspects of this experiment affected the over-all performance of this group. Also, this classroom made higher scores on the test, and as the earned scores more closely approximate perfect raw scores, it may be more difficult to assess improvement.

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[73] Ibid., pp. 204-210.

TABLE XI

Correlation of Student Performances
on Part I of Common Concept Foreign Language
Test and Part I of Picture Test of Useful Vocabulary
May, 1963

School	Number of Children	Correlation
Santo Domingo	72	.432

Number of Children	Score	Picture Rank	Common Concepts Rank	Difference in Ranks
1.	24	2	2	0
2.	24	2	28	26
3.	24	2	33.5	31.5
4.	23	9.5	18.5	9
5.	23	9.5	13.5	4
6.	23	9.5	33	6.5
7.	23	9.5	46	36.5
8.	23	9.5	9	.5
9.	23	9.5	28	18.5
10.	23	9.5	18.5	9
11.	23	9.5	23.5	14
12.	23	9.5	43	33.5
13.	23	9.5	18.5	9
14.	23	9.5	32.5	28
15.	23	9.5	43	33.5
16.	22	21	23.5	2.5
17.	22	21	23.5	2.5
18.	22	21	18.5	2.5
19.	22	21	6	15
20.	22	21	64.5	43.5
21.	22	21	48	27
22.	22	21	28	7
23.	22	21	53	32
24.	22	21	23.5	2.5
25.	22	21	33.5	12.5
26.	22	21	30.5	9.5

TABLE XI (Cont'd)

Number of Children	Score	Picture Rank	Common Concepts Rank	Difference in Ranks
27.	21	33.5	23.5	10
28.	21	33.5	9	24.5
29.	21	33.5	6	27.5
30.	21	33.5	23.5	9.5
31.	21	33.5	4	29.5
32.	21	33.5	13.5	20
33.	21	33.5	50.5	17
34.	21	33.5	13.5	20
35.	21	33.5	62.5	29
36.	21	33.5	53	19.5
37.	21	33.5	62.5	29
38.	21	33.5	56	22.5
39.	21	33.5	53	19.5
40.	21	33.5	48	14.5
41.	20	47.5	9	38.5
42.	20	47.5	13.5	34
43.	20	47.5	13.5	34
44.	20	47.5	67	19.5
45.	20	47.5	37.5	10
46.	20	47.5	43	4.5
47.	20	47.5	71	23.5
48.	20	47.5	58	10.5
49.	20	47.5	37.5	10
50.	20	47.5	64.5	17
51.	20	47.5	6	41.5
52.	20	47.5	40	7.5
53.	20	47.5	33.5	14
54.	20	47.5	56	8.5
55.	19	59	13.5	45.5
56.	19	59	1	58
57.	19	59	70	11
58.	19	59	69	10
59.	19	59	72	13
60.	19	59	56	3
61.	19	59	67	8
62.	19	59	48	11
63.	19	59	30.5	18.5
64.	18	65.5	37.5	28
65.	18	65.5	67	1.5
66.	18	65.5	43	22.5

TABLE XI (Cont'd)

Number of Children	Score	Picture Rank	Common Concepts Rank	Difference in Ranks
67.	18	65.5	64.5	1
68.	17	69	37.5	31.5
69.	17	69	33.5	35.5
70.	17	69	57	10
71.	15	71	60.5	10.5
72.	13	72	50.5	21.5
				1289.5

Equation: $\Sigma x^2 = 30,321$, $\Sigma y^2 = 31,019.5$, $\Sigma d^2 = 34,849.25$,

$$rs = \frac{30,321 + 31,019.5 - d^2}{2\sqrt{(30,321)(31,019.55}}, \quad rs = .432$$

The most important single finding of this study may be stated as the improvement of the Santo Domingo children mean scores on the Common Concepts Foreign Language Tests. The differences between mean scores at Santo Domingo and Zuni were significant at the one percent level in January, but the differences were not significant in May.

The teachers of the Zuni control group were undoubtedly motivated strongly by the competitive situation. They are to be commended for the excellent growth shown by all the children tested at Zuni. Since the total Santo Domingo raw score mean in May was much closer to the Zuni raw score mean, the field trips may have made a significant contribution to this gain.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS FOR TEACHERS

Summary

Teaching oral English to Indian children remains a serious problem with numerous ramifications. In reviewing the literature on teaching language arts to Indian children, it has been observed that many approaches have been made, but at this time no particular effort has proved to be superior in effectiveness over any other technique. Fortunately, continuous research is being carried on, directed to finding a solution to the problem.

The following factors, attitudes toward education similar to those of the lower socio-economic classes, the language handicap, the meager background of experience, and the cultural beliefs and values, all contribute to the difficulties the child encounters in the learning process.

Of the authors cited in this study, the majority have emphasized the importance of relating oral language to direct experience for purposes of broader understandings and more permanent learning of concepts. The danger of approaching language without relation to children's interests has been pointed out. Motivation has been emphasized by these authorities as a vital factor, without which

frustration and greater difficulties may be created which will retard children in the intermediate grades.

The child's feeling of involvement in the process of learning oral English has been stressed. The necessity of building up a desire in the Indian child to want to communicate in English gives much concern to these educators.

This study proposes one plan of action for helping improve communication. It could be a valuable aid to teachers faced with the problem of meeting the needs of children who are experiencing extreme difficulty with oral English. Teacher attitudes toward the child learning English as a second language become of paramount importance when programs of assistance are initiated or are in progress. Teacher observations are most valuable in analyzing child development, because the teacher is with the child for the longest period of time, and is in a daily social situation in the classroom not duplicated elsewhere.

Teacher reports are informal but they remain an excellent source of information on child reactions and teacher insight. Anecdotal records of children's reactions to various situations will often give a clear picture of children's feelings. Teacher evaluation is another

important item of progress in the on-going program.

Tests are a problem with the language handicap and cultural differences remaining formidable barriers. This study attempted to stimulate oral vocabulary building through much discussion so that useful words would become a part of the child's actual speaking vocabulary. The many planned activities were devised to give children frequent motivation to use the new words. Additional research should be continued to pursue the possibilities of this approach. The academic retardation of Indians in the intermediate grades shows that concepts of a broader nature need to be incorporated into the language arts program. Until the Indian child becomes familiar with concepts based on middle-class Anglo societal understandings, group tests and tests requiring reading skills will not give a reliable evaluation of his ability. Further research is indicated for this division of the language arts curriculum.

The provision of many suitable audio-visual aids in the classroom provides a definite stimulation to learning. The child's emotional response is improved and feelings of anxiety are deterred. Relaxation of tensions is related

to interest and enjoyment. With apprehensions dispelled, common understandings are more easily acquired.

Parents need to understand that progress may be slow, and the child not only needs, but deserves, reinforcement at home. The developing of friendly communication between the school and the home will help bridge the cultural gap. Indian parents are becoming aware of the need for their participation in the school program. They are making efforts to meet the increased responsibilities and demands that public school education makes on the home. Informed tribal leaders are urging cooperative effort on this issue. The school, through conferences and counseling, can provide motivation to reinforce these attitudes.

Conclusions

The analysis of test results obtained in this study revealed the following findings:

1. When the mean scores earned on Form I of the Common Concepts Foreign Language Test were compared with the mean scores earned on Form II of the same test, the differences were significant at the one percent level for the pre-first and first grades at Santo Domingo and

significant at the one percent level for the high first at Santo Domingo and the first grade at Zuni. Since the latter two groups made significantly higher scores the first time, the differences in their means were much less.

2. When the mean scores on Form I for each of the Santo Domingo groups were compared with the mean score of the Zuni group on Form I, the differences in performances in favor of Zuni were significant at the one percent level for the pre-first and first grades at Santo Domingo, but there was no difference for the high first grade at Santo Domingo. When the mean scores for each of the Santo Domingo groups were compared with the Zuni group on Form II, the differences in performance was still in favor of Zuni at the one percent level for the Santo Domingo pre-first, the difference was not significant for the first grade at Santo Domingo, and the difference was significant in favor of the Santo Domingo high first at the one percent level of confidence.

3. When the amount of raw score gain of each experimental group was compared with the amount of raw score gain by the Zuni group, the pre-first Santo Domingo group showed a greater gain significant at the one percent level; the Santo Domingo first grade showed a greater gain significant at the five percent level; and the Santo Domingo

high first did not make a significantly greater gain.

4. When the total Santo Domingo group average gain in raw scores on the Common Concepts Foreign Language Test was compared to the average gain in raw scores in the Zuni group, the difference in the amount of raw score gain on Form I was statistically significant at the one percent level of confidence in favor of the Zuni group. However, when the differences in the amount of raw score gain on Form II were compared, the difference was not statistically significant. This indicates that, beyond chance occurrence, the total activity of this study significantly improved the performance of the Santo Domingo group.

5. A rank order correlation of raw scores earned on Forms I and II by the twenty Zuni children showed a correlation between the two tests of .53.

6. On the Picture Test of Useful Vocabulary prepared by the investigator, the Santo Domingo groups did not perform significantly differently on Part I and Part II when their raw score means for each of the two parts were compared. However, the control groups at Zuni and Clovis did perform significantly better on Part II than on Part I. This may be explained by the fact that specific items included in the test were taught to the experimental groups,

even though raw score differences were not very great numerically.

7. On the Picture Test of Useful Vocabulary, the mean scores of each of the Santo Domingo groups were compared with the mean scores earned by the Zuni group. For the pre-first grade, the differences between the means were not significant on Part I but were significant at the one percent level in favor of Zuni on Part II. For the first grade, the differences between the means were significant on Part I in favor of the Santo Domingo children but were not significant on Part II. For the high first, there were not significant differences between the means of either Part I or Part II.

8. The rank order correlations of pupil performance on Parts I and II of the Picture Test of Useful Vocabulary for Zuni and Clovis showed relatively low coefficients of correlation of .38 and .195 respectively.

9. The rank order correlation of pupil performance between Form I of the Common Concepts Foreign Language Test and Part I of the Picture Test of Useful Vocabulary for all three groups at Santo Domingo combined showed a coefficient of correlation of .43. This is a moderately low correlation but the fact that many children made near perfect scores on the Picture Test of Useful Vocabulary

explains why the rank order correlation is not very high.

Implications for Teachers

The evidence of pupil growth by the children of Santo Domingo, recorded in Chapter IV, has important implications for teachers:

1. Teacher attitudes and understandings in the classroom, with children learning English as a second language, are important beyond estimate.

2. Differences between cultures must be bridged by the teachers who understand the differences and conflicts in cultures, but beyond that, understand the interdependence of language and culture.

3. Motivation should be systematically related to children's common interests.

4. English must be taught orally with systematic planning and consistent practice.

5. Any concept that can be taught with concrete examples is not too difficult for beginners.

6. Indian parents are anxious for their children to overcome the language barrier.

APPENDIX A

Language Patterns for Oral Drill in the
Classroom Preceding

The Field Trip to Winrock Center

Teacher: What's this? (Holds up picture of a train.)

Children: It's a train.

Teacher: How many children went for a ride on the train last year?

Children: (In turn.) I went for a ride on the train. I didn't go for a ride on the train.

Teacher: (Asking various children.) Did you go for a ride on the train? Did he go for a ride on the train? Did she go for a ride on the train?

Children: (Volunteering one at a time.) Yes, we went for a ride on the train. Yes, he went. . . . Yes, she went. . . .

Teacher: We're going on another ride together but not on the train. We're going for a ride on the school bus. Would you like to go for a ride on the school bus?

Children: (In turn.) Yes, I would like to go. Yes, I'd like to go. Yes, we'd like to go.

Teacher: We're going to see Winrock Center. We'll see Santa Claus and three of his reindeer. We'll see many other things.

Children: (From now on, it will be assumed that the children speak in turn, in the interest of less repetition.) We'll see Santa Claus. We'll see three reindeer. Will we see Santa Claus? Will we see three of his reindeer? I'm going to see the reindeer. He's going to see the reindeer. She's going to see the reindeer. We're going to Winrock Center to see Santa Claus.

Teacher: How do we behave on the bus?

Children: We walk onto the bus. (I, he, she, we.) We sit down with a friend. I'm going to sit down with a friend. I am going to sit down with a friend.

Teacher: When do we get up again?

Children: We don't get up again. We listen for the teacher. We'll look out the window. We'll talk in soft voices. We'll keep our hands quiet. (I'll, he'll, she'll.) We'll walk off the bus.

Teacher: What are we going to see at Winrock Center?

Children: We're going to see the reindeer. (I'm, he's, she's.) We're going to see Santa Claus. We're going to look at the reindeer for a long time. We'll see the stores. We'll see lots of people. We'll see Christmas trees. We'll see a red sleigh.

Teacher: What do you think we'll hear?

Children: We'll hear lots of people talking. We'll listen.

Teacher: (Total review of ideas with each child.) Where are we going? How are we going to get there? How do we behave on the bus? What do we do when we come to Winrock Center? What are we going to remember about holding hands with a friend? We must remember to walk two by two. We must stay together. What are we going to see? What are we going to hear?

The children may practice in the classroom by lining up chairs two by two. They may choose a friend with whom to sit and walk on the trip. They may hold hands and practice getting on the bus, sitting down, speaking softly, getting off again, lining up two by two with a friend, and walking together around the room, pretending to be walking down the Mall at Winrock.

They may make a simple map of the route to Albuquerque. They may make pictures of the trip, the countryside, the loading and unloading of the bus, their friend, their teacher.

Language Patterns for Drill in the Classroom in

Evaluation of the Field Trip to Winrock Center

Teacher: Where did we go together on the school bus?

Children: We went to Winrock Center in Albuquerque. (I, he, she, you.)

Teacher: When we came to Winrock Center, what did we see?

Children: (One at a time, whatever they remember, such as:)

We saw three reindeer. (I, he, she, you.)
We saw Santa and Mrs. Santa.
We saw the stores.
We say many people.
We saw the escalator.
We saw the red sleigh.

Teacher: Did we see a lot of toys? (Did you, did I?)

Children: Yes, we saw a lot of toys. (I, he, she, you.)

Teacher: Who saw the white toy dancing bear?

Children: (Taking turns.) I saw the bear.

Teacher: Who saw the Christmas trees--all green and silver?

Children: I saw the Christmas trees.

Teacher: Did we see the shoe store?

Children: Yes, we saw the shoe store. (I, he, she, you.)

Teacher: Did we see the clothing in the stores?

Children: Yes, we saw the clothing in the stores. (I, he, she, you.)

Teacher: What other things did we see in the stores?

Children: (Taking turns and replying in sentences, such as:)

I saw a red coat.
I saw some books.
I saw some pretty jewelry.
I saw some saddles.
I saw the flags near the big Christmas tree.
I saw Santa's house.
I saw the reindeer with one horn.

Teacher: What did we do at Winrock in the department store?

Children: We went up and down the escalator. (I, he, she, you.)

Teacher: (To each child.) Did we see Santa? Did you see Santa?

Children: Yes, he gave us some presents. (him, her; also, me.)

Teacher: Did we see the reindeer having his breakfast?

Children: Yes, we saw the reindeer having breakfast. (I, he, she, you.)

Teacher: Who had a ride on the reindeer's back?

Children: I had a ride.

Teacher: Where did we eat lunch?

Children: We ate lunch at the University of New Mexico.

Teacher: Did we sing some songs for the students there?

Children: (According to the room they went into after lunch.)

We heard a story.
I listened to a story.
We sang "Jingle Bells."
I sang "Jingle Bells."

Teacher: What did we see in the Art Center Building?

Children: (Whatever they remember of the arts and crafts exhibition.)

I saw pretty little houses.
I saw Christmas trimmings (etc.).
We saw lots of people.

Teacher: Who had a good time? (To each child.)
Did you have a good time?

Children: Yes, we had a good time. (I, he, she.)

Teacher: Who would like to go on another trip?

Children: I would like to go on another trip.
(I'd, he'd, she'd.)

Teacher: Let's make some things to show other people what we saw on our trip to Winrock Center.

Language Patterns for Drill in the Classroom Preceding

The Field Trip to First National Bank Building, The Zip Potato Chip Factory, and Seven-Up Bottling Plant

Teacher: What's this? (Holds up picture of a school bus.)

Children: It's a bus. (Taking turns.)

Teacher: I'd like to go for another ride on the bus, would you?

Children: (Asking each other in chain-fashion around each table.) Yes, I'd like to go, would you?

Teacher: We're going to Albuquerque. We're going up in an elevator. We're going down in an elevator. An elevator goes up. Then it comes down. Would you like to go up in an elevator?

Children: (Chain.) Yes, I'd like to go up and down, would you?

Teacher: We'll see the city and some big buildings. We'll see the mountains. We'll see snow on the mountains. We'll see homes in the city. We'll see the freeway in the city. We'll see cars, buses, and trucks. What would you like to see? (Addressing one child at a time.)

Children: I'd like to see the cars, would you? I'd like to see the elevator, would you? I'd like to see the freeway, would you? (Etc.)

Teacher: (Asking each child.) How do we behave on the bus?

Children: We walk onto the bus. We sit down with a friend. We stay in our seats. We look out the window. We talk in soft voices.

Teacher: What do we do when we come to the city?

Children: We listen for the teacher. We walk off the bus. We walk with a friend. We walk two by two. We stay together.

Teacher: (Re: Zip Potato Chip Factory.) Do you like potato chips? (To each child.)

Children: Yes, I do. Do you? (Chain.) I like potato chips, do you?

Teacher: Would you like to see how potato chips are made?

Children: Yes, I would. Would you like to see that? (Chain.)

Teacher: We'll see people working. We'll see machines working. People work. Machines work. People and machines make potato chips. Would you like to see that?

Children: (Chain.) Yes, I would. Would you?

Teacher: We'll see potato chips on a long belt. They move along the belt, like this. (Illustrates with hands.) The chips go up and down. They go around and around. (Illustrates with hands.) The bags of potato chips go around and around. A machine ties up the cartons of chips. Would you like to see how to make potato chips?

Children: Yes, I'd like to see that, would you?

Teacher: (Tries similar language variations, such as: Would he, would she, would I? on all previous questions.)

Teacher: (Re: Seven-Up Bottling Plant.) Would you like to see how to make pop?

Children: Yes, I would. Would you?

Children: We listen for the buzzer. We wait at the bin. We walk with a friend. We walk two by two. We stay together.

Teacher: (Ms. Big Potato Chip Factory.) Do you like potato chips? (To each child.)

Children: Yes, I do. Do you? (Chain.) I like potato chips, do you?

Teacher: Would you like to see how potato chips are made?

Children: Yes, I would. Would you like to see them? (Chain.)

Teacher: We'll see people cooking. We'll see machines working. People work. Machines work. People and machines make potato chips. Would you like to go, too?

Children: (Chain.) Yes, I would. Would you?

Teacher: We'll see potato chips on a long belt. They moved along the belt, like this. (Illustrates with hands.) The chips go up and down. They go around and around. (Illustrates with hands.) The bags of potato chips go around and around. A machine ties up the bags of chips. Would you like to see how to make potato chips?

Children: Yes, I'd like to see that. Would you?

Teacher: (Uses similar language variations, such as: Would he, would she, would I? on all previous questions.)

Teacher: (Ms. Bowen-Up Bottling Plant.) Would you like to see how to make pop?

Children: Yes, I would. Would you?

Teacher: We'll see dirty bottles washed in hot water. Bottles have to be clean. We'll see machines fill the bottles. We'll see people working. Machines will cap the bottles. The bottles will go around and around on a belt. (Illustrates with hands.) People and machines will fill cartons with bottles. A fork lift raises the cartons. The fork lift lowers the cartons and stacks them up. Would you like to see that?

Children: Yes, I'd like to see that, would you?

Teacher: What would you like to see? (To various children.)

Children: I'd like to see the machines. I'd like to see the bottles washed. I'd like to see the bottles go around and around.

Teacher: (To each child.) Would <u>you</u> like to see how to make pop?

Children: Yes, I would. <u>Or</u>, Yes, I'd like to see that. <u>Or</u>, Yes, I would, would you? <u>Or</u>, I'd like to see how pop is made. (Whatever can be elicited from each child, according to his ability.)

Language Patterns for Drill in the Classroom in

Evaluation of the Trip to the First National Bank Building, Seventeenth Floor, the Zip Potato Chip Factory, and the Seven-Up Bottling Plant

Teacher: Where did we go together on the school bus last month?

Children: We went for a ride on the elevator. We went to see how to make potato chips. We went to see how to make Seven-Up.

Teacher: What did we see when we went up in the elevator?

Children: (Possibilities.) We saw the city. We say many cars. We saw the mountains. We saw snow on the mountains. We saw city streets. We saw the sky. We saw the Sandias.

Teacher: Did we see lots of houses in the city?

Children: Yes, we did.

Teacher: Did we see big houses and little houses?

Children: Yes, we did.

Teacher: (To individual children.) Did you see lots of cars on the streets? (Or:) Did you see lots of houses?

Children: Yes, I did. I saw lots of cars. (Or:) I saw lots of houses.

(Chain pattern around a table for practice in question and answer:

Did you see the cars? Yes, I did, did you?
Did you see the houses? Yes, I did, did you?

What did you see? I saw lots of cars. (Or, I saw lots of houses, did you? Yes, I did, Did you?

Teacher: How does an elevator go?

Children: It goes up and down. (Use hands for demonstration.)

Teacher: (To individual children.) Did you like going up and down?

Children: (Individually.) Yes, I did.

Teacher: Would you like to go again sometime?

Child: Yes, I would. (Proceed to chain pattern:) Yes, I would, would you? (Around a table.)

Teacher: Where did we go after we left the tall building?

Children: (Possibilities.) We went to see the potato chip factory. We went on the bus. We went down the street. We went to Zip Potato Chip Factory. We saw how to make potato chips.

Teacher: Did you like the potato chips?

Children: Yes, we did. (Individual children.) Yes, I did.

Teacher: What did we see at the factory?

Children: (Possibilities for drill.) We saw machines. We saw people working. We saw potato chips in piles. We saw some on the floor. We saw a moving belt. (Illustrate with hands.) We saw the chips go up and down.

Teacher: How many remember seeing the bags of chips go around and around? (Use hands to illustrate.) Did we see the machine that fills the bags?

Children: Yes, we did. (Or, if individually addressed:) Yes, I did. (Chain pattern:) I saw them, did you? Yes, I did, did you? Did you see them? Yes, I did, did you? I saw the bags, did you?

Teacher: (Individual children.) Did you say <u>thank you</u> for the treat? When I say <u>thank you</u>, what do you say?

Teacher: How did we get to the Seven-Up Bottling Plant?

Children: We rode on the bus. We rode through the city. We went on the bus. We went with our teacher.

Teacher: (To individual children.) What did you see on the way?

Child: (Possibilities.) I saw some cars. I saw some trucks. I saw the city streets. I saw lots of people. I saw some houses. (Chain pattern for practice around a table.) I saw some cars (etc.), did you? Or, what did you see? I saw lots of people, did you?

Teacher: Did you remember to walk off the bus? Did you remember to hold your friend's hand? Did you remember to stay in line? Did you remember not to run?

Children: (Individually.) Yes, I did. Or, No, I didn't.

Teacher: Why were the bottles washed in hot water?

Children: (Possibilities.) Bottles should be clean. To clean the bottles. Hot water cleans things. Pop is put in clean bottles.

Teacher: Did we see machines filling the bottles?

Children: Yes, we did.

Teacher: (Review of process.) How many remember the bottles going around and around? Did you see the caps put on the bottles? Do you remember seeing the bottles moving on the belt? Do you remember that machines did all the work? Who remembers the machine that put six bottles in a carton? Who remembers the fork lift that picked up the cartons of bottles and stacked them up on the floor? Did you see the fork lift go up and down with the cartons?

Children: (Possible responses.) Yes, I saw them. Yes, I remember. Yes, we saw it. Yes, the bottles went around. Yes, the fork lift picked them up. I saw it, did you? Yes, I did. What did you see? Etc.

Teacher: Where did we eat our lunch?

Children: At the Seven-Up plant. We ate at the Seven-Up Factory. We sat on the floor. We saw a candy machine. We had Seven-Up.

Teacher: Did you say thank you for the treat?

Children: I like Seven-Up, do you? (Chain pattern.) I said thank you, did you? Did you have fun? Yes, I did, did you?

Oral Language Preceding The Visit of the Telephone Team to Santo Domingo

Teacher: What's this?

Children: It's a telephone.

Teacher: How do we use a telephone? Show me. (Children demonstrate.) What do you say on the telephone?

Children: Hello.

Teacher: What do you say when you've finished talking?

Children: Good-bye. (Each child takes a turn.)

Teacher: Why do people use the telephone?

Children: (Variously.) To talk. To call someone up. To talk to a friend.

Teacher: If your mother's sister lived at Jemez Pueblo, would you like to talk to her on the telephone?

Children: Yes, I would, would you? (Chain.)

Teacher: Why would you call her up on the telephone?

Children: To say "hello." To tell her to come over. To ask her to come to the dances.

Teacher: Why would it be fun to have a telephone at home?

Children: (Varied responses.) If someone got sick. Just to talk to someone. If there were a fire.

Teacher: Would you like to go and see where telephones come from?

Children: Yes, I would, would you? (Chain.)

Teacher: How would you like to use some real telephones in this room tomorrow?

Children: (Chain.) I would, would you?

Teacher: Will we remember how to behave when people come into our room to show us something?

Children: We'll listen to the teacher. We'll listen to the people. We'll stay in our seats. We'll be quiet and take turns.

Oral Language to Accompany the Demonstration of Portable Typewriters

Teacher: What's this?

Children: It's a typewriter.

Teacher: Where would we be able to see a typewriter? In a business office? In the principal's office? At home?

Children: (Repeat and use chain pattern around tables.) Yes, we would, wouldn't we.

Teacher: This is a portable typewriter. How would each one of you like to write your name on this typewriter? We have two portable typewriters here today and we could take turns.

Children: I'd like to write my name.

Teacher: After each one has finished his name, we'll cut up the paper and let you take your names home. Would you like that?

Children: Yes, we would. Yes, I would. Yes, I'd like that.

Teacher: Do you remember seeing the little TV set at Winrock?

Children: Yes, I do, do you? (Chain.)

Teacher: Show me how big it was. (Children demonstrate.) Do you have a TV at home?

Children: (In turn.) Yes, I do <u>or</u> no, I don't.

Teacher: Do you like to look at TV?

Children: Yes, I do, don't you? (Chain.)

Teacher: How would you like to visit a real television station? Let's go the week after this . . . (Count off the days on the calendar to the 27th.)

Children: Let's go and see a television station. (In turn.) Let's go together. Let's remember to walk.

Teacher: Would you like to see yourselves on TV?

Children: Yes, I would, would you? (Chain.) Yes, we would. Yes, I would.

Teacher: We'll go and visit Channel 5 in Albuquerque.

Language Patterns for Oral Drill in the Classroom Preceding the Field Trip to the Mountain States Telephone Company and Channel Five Television Station in Albuquerque, New Mexico

Teacher: Would you like to go to Albuquerque and visit the telephone Company this week?

Children: Yes, I would, would you? (Chain.)

Teacher: This will be the third trip we've taken on the bus. What can someone remember about riding on the bus together?

Children: (Possibilities.) We sit down. We use soft voices. We hold hands with a friend. We walk off the bus. We walk by two's. We remember this time to walk.

Teacher: This time we're going to walk up some stairs in the telephone company building. Can we do this quietly? Will someone show me how quietly we're going to walk upstairs?

Children: We'll walk up the stairs. (Demonstrate around the room.)

Teacher: We're going to see how telephone calls are made at the telephone company. We're going to see people working. We're going to see a big switchboard. Many little lights will go on and off. Would you like to see that?

Children: Yes, we would.

Teacher: We'll remember to watch for the little lights going on and off. Every time you see a light go on, someone is making a telephone call. Did you like making calls on the pink and white phones?

Language patterns for oral drill in the classroom include

the field trip to the Kennedy Space Center on

Canaveral and Cape Kennedy Television Station on

Anywhere, New Mexico

Teacher: Would you like to go to Anywhere and visit the Cathedral Complex last week?

Children: Yes, I would, didn't you? (Laughs.)

Teacher: This will be the third trip we've taken on the bus. Did dan mission' remember about riding on the bus before?

Children: (Possibilities.) We sit down. We use our voices. We hold hands with a friend. We look out the bus. We talk by two's. We remember this time to walk.

Teacher: This time we're going to walk in some stairs in the telephone company building. Can we do this quietly? Will someone show us how quietly we're going to walk upstairs?

Children: We'll walk up the stairs. (Demonstrate around the room.)

Teacher: We're going to see how telephone calls are made at the telephone company. We're going to see people working. We're going to see a big switchboard. Many little lights will go on and off. Would you like to see that?

Children: Yes, we would.

Teacher: We'll remember to watch for the little lights going on and off. Every time you see a light go on, someone is making a telephone call. Did you like making calls on the pink and white phones?

Children: (Chain.) Yes, we did. Yes, I did, did you? I liked using the phone. It was fun, wasn't it?

Teacher: We had to be quiet, didn't we? Why was that?

Children: So we could hear each other. Yes, we had to be quiet.

Teacher: At the telephone company we'll be very quiet, too. If we are very quiet, we'll hear the telephone operators using the phones. Would you like to hear them?

Children: Yes, we'd like that. It would be fun.

Teacher: After we see the big switchboard, we're going to go down the stairs and get back onto the bus. Someone show us again how we can walk quietly at the telephone company. (Demonstration.) Let's practice.

Children: Let's practice. Let's practice walking quietly.

Teacher: We're going to the telephone company business office. We'll see something interesting.

Children: What will we see?

Teacher: We're going up in an elevator first. Then we're going to walk through a room filled with telephones. They'll be hanging on the walls and we can see them up close as we walk by. Old, old telephones and then newer telephones and finally pretty-colored phones like you used the other day! This room is called the telephone museum. Would you like to see it?

Children: Yes, we'd like to see the museum. Yes, we'd like to see the old telephones. We'll have fun.

Teacher: If we go up in an elevator, how will we get down again?

Children: We'll go down in the elevator.

Children: (Chase.) Yes, we did. Yes, I did, did you? I heard using the phone. It was fun, wasn't it?

Teacher: We had to be quiet, didn't we? Why was that?

Children: So we could hear each other. Yes, we had to be quiet.

Teacher: At the telephone company we'll be very quiet, too. If we are very quiet, we'll hear the telephone operators using the phone. Would you like to hear them?

Children: Yes, we'd like that. It would be fun.

Teacher: After we see the big switchboard, we're going to go down the stairs and get into cars and go. Someone else is going now and can walk quietly at the telephone company. (Demonstration.) Daddy's putting.

Children: Let's practice. Let's practice walking quietly.

Teacher: We're going to use a telephone company building as office. We'll be searching underground.

Children: What will we see?

Teacher: We're going up in an elevator first. Then we're going to walk through a room filled with telephones. They'll be hanging on the walls and we can see them as we walk by. Old, old telephones are from never telephones and finally pretty-colored phones like you saw the other day! This room is called the telephone museum. Would you like to see it?

Children: Yes, we'd like to see the museum. Yes, we'd like to see the old telephones. We'll have fun.

Teacher: If we go up in an elevator, how will we get down again?

Children: We'll go down in the elevator.

Teacher: When we come down in the elevator, we're going to walk softly through another room. A big, big business office! You'll see lots of people working at desks with telephones. What shall we remember?

Children: We'll be quiet so we can hear. We'll be quiet so they can hear. We'll walk quietly. We'll look at all the telephones. We'll listen to people talking on the telephones.

Teacher: After we walk out of the telephone company and get back on the bus, we'll ride through the city streets. What shall we look for this time?

Children: We'll look for tall buildings. We'll look for lots of cars. We'll see people walking. We'll see trucks. We'll see many houses. (Chain.) We'll see cars, won't we? Yes, we will, won't we? (Etc.)

Teacher: When the bus stops again, you're going to have a surprise. How would you like to visit Channel 5 Television Station?

Children: We'd like that. We'd like to see the TV station.

Teacher: Let's remember to be careful getting off the bus. We'll hold our friend's hand and walk two by two.

Children: We'll be careful. We'll, (I'll) remember. (Chain.) I'll be careful, will you?

Teacher: When we walk into the TV station, we'll see the reception room. Let's remember to look at the furniture. We saw furniture like it when we went to Winrock. Remember?

Children: Yes, we do. (Chain.) I do, do you?

Teacher: When we walk into the studio, we'll see two big TV sets there. We'll see TV cameras there, too. What else will we see?

Children: We'll see ourselves in the TV sets. We'll see our friends. We'll see each other walking along. We'll see our teacher.

Teacher: When we walk through the control room, we'll remember to look up at the small TV sets up near the ceiling on a shelf. What will we see?

Children: We'll see each other. We'll see our teachers. We'll see our friends walking. We'll see ourselves on TV.

Teacher: Doesn't that sound like fun?

Children: Yes, it does. Don't you think so? (Chain.)

Language Patterns for the Classroom in Evaluation of The Trip to the Telephone Company and Channel 5

Teacher: On our field trip last week, who remembers where we saw the lobo?

Children: (Volunteer.) I don't remember. I do. I remember. At the University.

Teacher: Yes, when we all stopped at Johnson Gym, we looked at the statue out in front, didn't we?

Children: Yes, we did. (Chain.) I saw it, did you? Yes, I did, did you?

Teacher: Where did we go next?

Children: (In turn.) We went downtown. We went to a tall building. We saw the telephone company. We looked at the switchboard.

Teacher: You walked so quietly around the room looking at the switchboard, we could hear the operators talking. Did you see the little lights flashing off and on?

Children: (Chain.) Yes, we did. I saw them, did you? No, I didn't, did you? Did he see them? Yes, he did. Did she see them? Yes, she did.

Teacher: We were listening to the operators making telephone calls for people who wanted to use the telephone. What did we call what the girls wore on their heads? (Prompts children to say: headsets.) Where did we go next?

Children: We saw the old telephones. (Teacher has children practice saying "museum".) We saw the business office. We saw people working. We saw people using telephones. (Take turns.)

Teacher: How did we get up to the museum at the telephone company? Did we walk up the stairs?

Children: No, we didn't. We used the elevator. We went up in the elevator.

Teacher: How did we come down to the business office then?

Children: We came down in the elevator. I came down in the elevator. (Chain.) Did he come down in the elevator? Yes, he did. I did, too.

Teacher: Then where did we go?

Children: (Variously.) Channel 5. The TV station. We saw television. We went to the television station.

Teacher: What do you remember best?

Children: (Volunteering.) We saw ourselves on TV. I saw the cameras. I saw people working. We saw the teacher.

Teacher: Did someone take your picture?

Children: Yes, he did.

Teacher: I will watch the newspaper and if they print the picture, I'll get one for us to see.

Children: (In turn.) I got a Channel 5 pin. I got some candy. We got a pen from the telephone company. (Teacher practices "thank you and you're welcome" exchange."

Teacher: Did we eat lunch on the bus?

Children: No, we didn't. We ate in the gym. (Teacher prompts.) We had 7-Up to drink.

Teacher: We're going to practice sitting down together before we go on another trip. Some of us forgot and didn't stay together in the gym. Would you like to go to the gym again sometime to eat lunch? What can we remember that will help us stay together next time?

Children: We listen for the teacher. We sit down. We don't get up until it's time to go. We stay with our friend. We sit down.

Teacher: Did you have a good time on that trip?

Children: Yes, we did. (Chain.) I did, did you? Etc.

Language Patterns for Oral Drill in the Classroom Preceding the Field Trip to Kirtland Air Base in Albuquerque, New Mexico

Teacher: How many of you children would like to go to Albuquerque on another field trip next week?

Children: (Chain pattern.) I would, would you? (Asking teacher.) We would, would you?

Teacher: How do we get to Albuquerque from school?

Children: We ride on the school bus.

Teacher: How else could we get to Albuquerque from Santo Domingo?

Children: (Individuals.) We could go in a car. We could ride in a truck.

Teacher: Could we walk?

Children: Yes, we could.

Teacher: Yes, we could, but it would take too long. How far is it to Albuquerque from Santo Domingo?

Children: (Someone may know - if not, group should reply: I don't know.)

Teacher: Let's look at the map. Here is Santa Fe, north of Santo Domingo. Here is Albuquerque, south of Santo Domingo. And here is Santo Domingo. About how far is Albuquerque? (If children have individual simple maps, they may use their fingers to approximate the distance.) Now, how far is it to Santa Fe? (And so on.) Which direction is Santa Fe? Which direction is Albuquerque?

Children: Santa Fe is north. Albuquerque is south.

Teacher: What other ways do you know of getting from one place to another?

Children: (May say airplane, train, truck, horse, etc.)

Teacher: (Shows in turn, airplane, train, bus, truck, car, boat pictures.) What's this?

Children: (Individually or in choral response.) It's an airplane, etc.

Teacher: I'd like to see one of these big airplanes up close, would you?

Children: Yes, I'd like to see a big airplane.

Teacher: Would you like to walk right through one?

Children: Yes, we'd like to walk through an airplane.

Teacher: What do you think we might see?

Children: (May or may not make suggestions.)

Teacher: (Introduces ideas one at a time.) We might see where people sit when theyride in an airplane. We could see where the pilot sits. We could look out the windows. We'd go up and down the steps to get in and out of the plane. We'd see the engines. We might see the controls that make the plane go. We might see the cockpit where the pilot and co-pilot sit. (Practice for familiarity with new words.)

Teacher: What's this? (Holds up picture of truck.)

Children: It's a truck.

Teacher: Is it a moving van?

Children: No, it isn't. It's a truck.

Teacher: What color is it?

Children: It's a blue truck (or red, yellow, orange, or whatever.)

Children: (May say airplane, train, truck, bus, car.)

Teacher: (Move in turn, airplane, train, bus, truck, car; hold pictures.) What's this?

Children: (Individually or in choral response.) It's an airplane, etc.

Teacher: I'd like to see one of these big airplanes up close, would you?

Children: Yes, I'd like to see a big airplane.

Teacher: Would you like to walk right through one?

Children: Yes, we'd like to walk through an airplane.

Teacher: What do you think we'll find?

Children: (May or may not make suggestions.)

Teacher: (Introduced labels one at a time.) We might find where people sit when they're in an airplane. We could see where the pilot sits. We could look out the windows. We'd go up and down the steps to get in and out of the plane. We'd see the engines. We might see the cockpit that has the plane go. We might see the parachute that the pilot and co-pilot sit. (Practice for familiarity with new words.)

Teacher: What's this? (Point to pictures of trucks.)

Children: It's a truck.

Teacher: Is it a moving van?

Children: No, it isn't. It's a truck.

Teacher: What color is it?

Children: It's a blue truck (or red, yellow, green, or whatever.)

Teacher: We're going to see a place where many trucks are kept. This place is called a motor pool. (Have children practice saying this.)

Teacher: How do trucks help us?

Children: (May or may not respond - could say) We ride in trucks. Trucks bring us food. Trucks move things. Trucks carry heavy loads.

Teacher: Let's guess what each of these trucks might carry. (Holds up various pictures.)

Children: (Examples.) That's a grocery truck. That's a mail truck. That's a cattle truck. That's a truck for moving furniture. (Etc.)

Teacher: When we go on our next trip, what are some of the things we'll look for out the windows of the bus?

Children: We'll look for trucks. We'll look for airplanes. We'll look for cars and people. We'll look for trains.

Language Patterns for Use in the Classroom Following

the Field Trip to Kirtland Air Base

Teacher: What's this?

Children: (Variously.) I don't know. (Chain.) What's that? Do you know? No, I don't. No, I don't, do you?

Teacher: It's a map. It's a road map. When people who live in Albuquerque want to drive to Santo Domingo, they use a map. This way . . . (Illustrates.) Here is Albuquerque on the map. Here is Santo Domingo on the map. Here is Santa Fe on the map. What's this?

Children: It's a map. It's a road map.

Teacher: When we went on the last field trip to Albuquerque, we went this way. (Shows on the map.) What did we see?

Children: (Variously.) The air base. Airplanes. A hangar.

Teacher: Do you remember we walked through a hangar -- was an airplane in it? We walked under its wings and out the big door. Do you remember?

Children: (In turn.) Yes, I remember. Yes, we did. Yes, I do, do you?

Teacher: What else did we do? What else did <u>you</u> do? (To individuals.)

Children: We walked through an airplane. We walked through a T-33. We watched the airplanes on the landing strip. We saw a control tower. We saw an airplane dragging a parachute to slow it down. (Whatever can be elicited.)

Teacher: Is this a plane? (Shows bird.)

Children: No, it isn't. It's a bird. It's a gull.

Teacher: But it can fly.

Language Patterns for Use in the Classroom following

the Field Trip to Albuquerque Area

Teacher: What's this?

Children: (Variously.) I don't know. (Shouts.) What's this? Do you know? No, I don't. No, I don't. Do you?

Teacher: It's a map. It's a road map. When people who live in Albuquerque want to drive to Santa Domingo, they use a map. This way. (Illustrates.) Here is Albuquerque on the map. Here is Santa Domingo on the map. Here is Santa Fe on the map. What's this?

Children: It's a map. It's a road map.

Teacher: When we went on our last field trip to Albuquerque, we went this way. (Shows on the map.) What did we see?

Children: (Variously.) The sky. Sky. Airplane. A bunny.

Teacher: Do you remember we walked through a bunny — was an airplane in it? We walked under the wings and out the big door. Do you remember?

Children: (In unison.) Yes, I remember. Yes, we did. Yes, I do. Do you?

Teacher: What else did we do? What else did you do? (To individuals.)

Children: We walked through an airplane. We walked through a T-33. We watched the airplanes on the landing strip. We saw a camera room. We saw an airplane dropping a parachute to slow it down. (Whatever can be elicited.)

Teacher: Is this a plane? (Shows book.)

Children: No, it isn't. It's a bird. It's a gull.

Teacher: But it can fly.

Children: Yes, but it's not a plane, it's a bird.

Teacher: Would you like to fly sometime?

Children: Yes, we would.

Teacher: On May 11th, there is an air show at the base we visited. If you and your family go there that day, you'll see many wonderful things. Many, many planes that you can go through again. Would you like to go again to see the air base? Let's remember May 11th.

Language Patterns for Use in the Classroom Preceding

the Trip to the Simms' Farm, "Los Poblanos"

Teacher: Would you like to go for another field trip on Wednesday?

Children: Yes, we would.

Teacher: Let's try to remember some of the different trips we've made together. Who remembers where we went the first time?

Children: (Hopefully.) Winrock Center. We went to Winrock.

Teacher: And what did we see?

Children: (Variously.) I saw a reindeer. I saw Santa Claus. I went on the escalator. I saw many stores. I saw lots of people.

Teacher: Show me how the escalator went up and down.

Children: (Illustrate with hands.) The escalator went up and down.

Teacher: Has anyone been back to visit Winrock since Christmas? And did you go on the escalator again?

Children: Yes, we did - or, no, we haven't, (didn't).

Teacher: That was the first trip - now where did we go on our second trip to Albuquerque?

Children: We went to the tall building. We went up in the elevator. We went to the Zip Potato Chip Factory. We went to see how to make Seven-Up.

Teacher: How did the elevator go up and down - show me with your hands. Remember we went up to the seventeenth floor and looked out over the city? What did we see from up there?

Teacher: Would you like to go for another Saxon trip on Wednesday?

Children: Yes, we would.

Teacher: Let's try to remember some of the different things we've made together. Who remembers where we went the first time?

Children: (Hopefully.) Minnock Center. We went to Minnock.

Teacher: And what did we see?

Children: (Variously.) I saw a refrigerator. I saw Santa Claus. I went on the escalator. I saw many doors. I saw lots of people.

Teacher: Show me how the escalator went up and down.

Children: (Illustrates with hands.) The escalator went up and down.

Teacher: Has anyone been back to visit Minnock since Christmas? And did you go on the escalator again?

Children: Yes, we did - or, no, we haven't. (Hum's).

Teacher: That was the first trip - now where did we go on our second trip to Binghamton?

Children: We went to the Hall Building. We went up in the elevator. We went to the Zip Potato Chip Factory. We went to see how to make Seven-Up.

Teacher: How did the elevator go up and down - show me with your hands. Remember we went up to the seventeenth floor and looked out over the city? What did we see from up there?

Children: (Possible answers.) I saw trucks, houses, mountains, cars, city streets, etc.

Teacher: (Uses city map to point out locations of areas visited.) Yes, that was the second trip. Now where did we go on the third trip? Who remembers?

Children: We went to the telephone company. We saw the switchboard. We went to the television station. We saw ourselves on TV, at Channel 5.

Teacher: Yes, but remember we saw something else at the telephone company? We saw all the old telephones first, and then we went down in the elevator and walked through the big business office. What did we see there?

Children: We saw people working. We saw men and women using the telephones. We saw people making telephone calls. We saw people sitting at desks.

Teacher: Now for the fourth trip! Where did we go?

Children: We went to the air base. We saw a hangar. We saw many airplanes. We walked through a plane. We sat down in the pilot's seat. We put on headphones. We talked into a microphone.

Teacher: Does anyone remember seeing the control tower? And didn't we see a gas truck there on the landing field?

Children: I saw a gas truck. I saw the plane propellers. I saw the door of the plane. I saw the wings and motors of the plane.

Teacher: Let's try to remember to take our families to the air base on May 11th. There will be a big air show and you can go through a plane again. You can have a ride on a fire engine, too. It will be lots of fun for everyone . . . Our next trip will be the fifth one! And we are going to the farm. Would you like that?

Children: (Chain.) I'd like that, would you? (Around a table one at a time.)

Teacher: What do you think we'll see on our trip to the farm?

Children: We'll see cows. We'll see horses, etc.

Teacher: We're going to see a certain kind of cow called a Holstein. She is black and white. She gives very good milk. Have you ever seen a black and white cow? Let's practice saying Holstein.

Children: (In response to the question.) No, I haven't, or, yes, I have.

Teacher: We're going to see horses, and Holstein cows, and little calves, too. This farm has pigs also, and some chickens. We'll take a nice long walk all through the farm and look at everything.

Children: We'll see Holstein cows and calves. We'll see horses and pigs and chickens.

Teacher: Let's remember to look for some certain things that we can talk about after the trip. (Uses pictures to illustrate.) We'll see barns for animals - and barns for hay. We'll see feeding troughs from which animals eat. We'll see silos where the corn is kept. We'll see an irrigation ditch. We'll see farm machinery, a tractor, some trucks - and a gas pump. Why does this farm need a gas pump?

Children: (Hopefully.) Gas makes trucks and tractors run.

Teacher: We'll see some pigeons and lots of crows. We'll listen to the sound cows make. It's called "mooing." Let's try to remember these special things to talk about when we get back to school.

Children: We'll look for barns, and animals, and machinery. We'll see silos, feeding troughs, and bales of hay.

Teacher: Let's practice saying some of these things. We'll see Holstein cows, etc., etc., etc.

Language Patterns for Classroom Drill Following the Field Trip to the Los Poblanos Farm

Teacher: How did you like the field trip to the farm?

Children: (I, we) liked the farm trip.

Teacher: Let's see if we can remember all the different things we saw there. Who would like to tell us what he remembers first?

Children: (Taking turns.) I saw horses. I saw some pigs. I saw lots of cows. (Teacher will remind children of chickens, calves, pigeons, and crows, if necessary.)

Teacher: What color were the cows? And does anyone remember what these cows are called?

Children: The cows were all black and white. (Remind children of the designation: Holstein.)

Teacher: What do these cows give us?

Children: Milk! (If possible, enlarge to chocolate milk, buttermilk, cream, butter, cheese, cottage cheese, and meat.)

Teacher: What were the cows eating?

Children: The cows were eating hay.

Teacher: What else were they given to eat? Do you remember walking through the barn where the machine was grinding up corn?

Children: Yes, we (I) do. Yes, I remember. (Chain.) Do you?

Teacher: Where was all that corn kept? (Shows picture of the silo.) Can you say, "That's a silo?" Everyone! This picture of the silo looks just like the one we saw at the farm. Do you think this corn is fresh and green, or is it dried corn?

Children: It's dried corn.

Teacher: What kind of buildings did we see on the farm?

Children: (Prompted.) We saw barns, silos, sheds, hay barns, and a house.

Teacher: Where did we eat our lunch?

Children: We ate our lunch in a hay barn. We sat down on the hay. We had milk to drink. We had ice cream.

Teacher: Which farm animals did you like best?

Children: (Taking turns.) I liked the pigs, etc.

Teacher: At Los Poblanos, they raise all the hay and corn for the farm animals. How do they get water for the fields?

Children: (Prompted.) From the irrigation canal. We saw the irrigation ditch. We walked over the bridge. We saw the water.

Teacher: Was that irrigation canal small?

Children: (Chain.) No, it wasn't, it was large. The water was deep, wasn't it? Yes, it was. Was the water clear? No, it wasn't; it was muddy.

Teacher: We have seen two movies about another farm. Which movie did you like best, -- the one about the farm animals or the one about the farm poultry?

Children, taking turns answering, giving preferences.

Teacher: We saw a gas pump near the office on the farm. Why would that gas pump be useful there? Why would a farmer need gasoline?

Children: (Prompted.) Gas makes motors run. Trucks use gas. Farm machinery needs gas to make it run. The machine to grind corn might need gas.

Children: It's dried corn.

Teacher: What kind of buildings did we see on the farm?

Children: (Prompted.) We saw barns, silos, sheds, hay barns, and a house.

Teacher: Where did we eat our lunch?

Children: We ate our lunch in a hay barn. We sat down on the hay. We had milk to drink. We had ice cream.

Teacher: Which farm animals did you like best?

Children: (Making cows.) I liked the pigs, etc.

Teacher: At the sheldons, they raise all the hay and corn for the farm animals. How do they get water for the fields?

Children: (Prompted.) From the irrigation canal. We saw the irrigation ditch. We walked over the bridge. We saw the water.

Teacher: Was that irrigation canal small?

Children: (Shrug.) No, it wasn't; it was large. The water was deep, wasn't it? Yes, it was. The water was clear? No, it wasn't; it was muddy.

Teacher: We have seen two movies about another farm. Which one did you like best, — the one about the farm animals or the one about the farm poultry?

Children: Talking some answers, giving preferences.

Teacher: We saw a gas pump at the sheldons at the farm. Why would that gas pump be useful there? We would a power used gasoline?

Children: (Prompted.) Gas makes motors run. Tractors use gas. Farm machinery needs gas to make it run. The machines to grind corn might need gas.

Teacher: Let's practice saying "Los Poblanos Farm." If we wanted to go to that farm again, which way would we go? Will someone show us on the map? North, or south? Next year, would you like to go again to a different kind of farm?

Children: Yes, we would.

Language Patterns Preceding the Field Trip to the Circus

Teacher: Where does Happy say we're going? (Holds up the clown figure.)

Children: Happy says we're going to the circus.

Teacher: When are we going? Who remembers? And where is the circus?

Children: We're going to the circus in Albuquerque on Friday.

Teacher: The circus is going to be in the Coliseum at the State Fairgrounds. How many of you have been there to see the State Fair?

Children: (Chain.) I have, have you? Yes, I have. No, I haven't.

Teacher: The circus people and animals come from many lands. Do you suppose we'll see lots of people at the circus?

Children: Yes, we will.

Teacher: What else does Happy say we'll see?

Children: We'll see tigers and lions. We'll see elephants. We'll see a trapeze artist.

Teacher: What does a trapeze artist do?

Children: He does tricks up in the air on a swing. (Teacher gives this for repetition.)

Teacher: Who else can you think of who swings on a rope up in the air?

Children: Tarzan! and Jane! We saw them on TV.

Teacher: We'll see another animal, too. Who can remember? We saw two of them at the farm.

Children: (Guess various animals.) We'll see horses.

Teacher: Yes, and these horses will be circus horses. They'll be all dressed up for the show. Let's remember to watch for the horses - some of them will have plumes on their heads. (Illustrates.) People will ride on these horses and do tricks.

Children: Let's watch for the horses.

Teacher: Happy says we're going to see clowns at the circus. What are clowns supposed to do?

Children: Clowns make us happy. Clowns make us laugh. Clowns do funny tricks.

Teacher: Some clowns have little dogs with them. Maybe in this circus, one of the clowns will have a little dog with him. The little dog will do tricks, too. Would you like to see that?

Children: (Chain.) Yes, we would. Yes, I would, would you? Yes, I would.

Teacher: We'd better listen for the music, too. Circus music is happy music. Let's remember to listen for the music.

Children: We'll listen to the music.

Teacher: How do we get to the circus?

Children: We ride on the school bus.

Teacher: Which way is Albuquerque? North, south, east, or west from Santo Domingo? (Refers to room signs or the map.) Will someone trace the way on the highway map for us? (Child traces down to city limits - teacher traces on city map over Lomas Blvd., and as far as San Pedro - shows State Fairgrounds area.) The Fairgrounds are very big, aren't they?

Children: Yes, they are.

Children: (Shake various animals.) We'll see horses.

Teacher: Yes, and those horses will be circus horses. They'll be all dressed up in fun ways. Don't forget to watch for the jugglers - some of them will have pitch on their faces. (Illustrate.) People will fly on trapezes and do tricks.

Children: Let's watch for the tra-ze.

Teacher: Every year we're going to see clowns at the circus. What are clowns supposed to do?

Children: Clowns make us happy. Clowns jump on lamps. Clowns do funny tricks.

Teacher: Some clowns have little dogs with them. Maybe in this circus, one of the clowns will have a little dog with him. The little dog will do tricks, too. Would you like to see that?

Children: (Chorus.) Yes, we would. Yes, I would, would you? Yes, I would.

Teacher: We'd better listen for the music, too. Circus music is happy music. Let's remember to listen for the music.

Children: We'll listen to the music.

Teacher: How do we get to the circus?

Children: We ride on the school bus.

Teacher: Which way to Kingsmeadow? North, south, west, or west from Long Island Sound? (Refer to room signs or the map.) Well, because crash sits by on the highway we go for we? (Child leaves down to city limits - teacher leaves u city map over large mint, and as far as San Pedro - brown state Fairgrounds sign.) The Fairgrounds are very big, aren't they?

Children: Yes, they are.

Teacher: Let's remember to stay together. We'll each walk with a friend. And we must stay together. We'll all sit together. And what else will happen?

Children: We'll have a surprise.

Teacher: Yes, at the intermission, we'll all have a surprise.

Children: We like surprises. (Teacher gives for repetition.)

Teacher: After the circus, we'll all walk out together with our friends and get back onto the bus. And then where do we go?

Children: We go back to Santo Domingo. We go home. We go north.

Language Patterns for Evaluation of the Field Trip to the Circus

Teacher: Did you have fun at the circus?

Children: (Chain.) Yes, we did. Yes, I did, did you? Yes, we did.

Teacher: Tell me some of the things you remember.

Children: (Prompted by teacher.) We saw the parade first. We saw an animal act in a cage, lions, leopards, mountain lions, and a black leopard. We saw some ponies with plumes on their heads.

Teacher: Where were all these acts taking place?

Children: There were three rings at this circus.

Teacher: Go on with what you remember, please. (Prompts.)

Children: I/we saw lots of clowns, some with dogs. Three clowns had an old car. One kept falling down. People laughed. We saw acrobats. They balanced on little tables. They stood on their hands.

Teacher: How about the elephants - how many were there?

Children: There were three elephants. They danced. They lifted the girls up and put them on their heads. They did tricks.

Teacher: Who remembers the bears? What did they do?

Children: I saw a bear ride a motorcycle.

Teacher: I remember the lady who rode a bicycle on the high wire. And remember the monkey who rode a motorcycle - he is called a chimpanzee, or "chimp" for short. Did you laugh at him?

Children: Some man jumped up very high from a trampoline. I saw one horse who could dance to music. He was brown. I/we saw a dog act. Lots of dogs did tricks.

Teacher: Those dogs were called poodles - all except one. But he did tricks, too. He was a clown dog in the act.

Teacher: Doesn't anyone remember the tiger?

Children: Yes, he was in the cage with the other animals. There were two big lions with him.

Teacher: How could we tell the tiger from a lion?

Children: The tiger was striped.

Teacher: Did you see people working at the circus? What were they doing?

Children: (Variously.) They sold candy and pop. They helped with the animals. They put up the cages. They took them down. They carried things for the circus people: like chairs, ropes, boxes, bicycles, etc. (Whatever can be elicited.)

Teacher: This trip we saw people and animals working, didn't we? Let's look at the map. Where do all these animals come from? (Lion, tiger, chimpanzee, elephant, and bear.) Will we see these animals when we go to the zoo on the next trip?

Language Patterns for Use in the Classroom Preceding the

Field Trip to the Zoo in Albuquerque

Teacher: Our last trip this year will be to the Zoo in Albuquerque. Let's talk about some of the animals we'll see there.

Children: We'll see the baby elephant (tiger, lions, leopards, camels, giraffes, etc.)

Teacher: Where do you think all these animals come from?

Children: (Prompted.) Lions come from Africa. Elephants come from Africa, too.

Teacher: Zoo animals come from all over the world. (Shows world map.) Pandas, like the one we saw in the library book, come from only one place. (Points out Australia.) Tigers may come from India. Camels come from desert countries like this one. (Illustrates Mongolia, Egypt, Arabia.) Do you know how long a camel may live? (Academic question: give answer of forty or fifty years after children guess variously.) Let's be sure to watch the camel's feet when he walks. He needs flat feet to help him walk in sand.

Teacher: How do you think all these animals came here to Albuquerque?

Children: (In turn.) They came by airplane, or train, boat, etc.

Teacher: Don't you suppose they cost quite a lot of money, coming all that way?

Children: Yes, we think so.

Teacher: Some children in the Albuquerque schools give money every year to buy another animal for the zoo. When you look at each animal, remember to look at the sign over the cage. It will tell where the animal came from and sometimes it will tell who gave the animal to the zoo.

Children: We'll remember to look for the signs.

Teacher: Where do bears come from?

Children: We have bears right here in the United States.

Teacher: And how about deer?

Children: We have lots of deer right here in New Mexico.

Teacher: What are some of the things we'll try to remember about how to behave at the zoo?

Children: We'll walk. We'll stay together. We'll hold hands with a friend.

Teacher: Let's remember one other very important thing. We must be quiet at the zoo. When we look at the animals, we will just watch them. We never try to frighten them. And we do not feed anything to the animals either. Do animals all eat the same things we do?

Children: They eat some of the things we do.

Teacher: Yes, but each animal from some strange part of the world eats a different thing. If we gave the wrong food to some of these animals, they would get sick. Remember not to feed anything to any zoo animals!

Children: We'll remember.

Teacher: We want to keep the animals at the zoo for many children to come and see, don't we? Let's remember not to frighten the animals or give them anything strange to eat.

Children: We'll remember to look for the signs.

Teacher: Where do bears come from?

Children: We have bears right here in the United States.

Teacher: And how about deer?

Children: We have lots of deer right here in New Mexico.

Teacher: What are some of the things we'll try to remember about how to behave at the zoo?

Children: We'll walk. We'll stay together. We'll hold hands with a friend.

Teacher: Let's remember one other very important thing. We must be quiet at the zoo. When we look at the animals, we will just watch them. We don't try to frighten them. And we do not tease anything to the animals either. We animals all get the same things we get.

Children: They eat some of the things we do.

Teacher: Yes, but such animal from some strange part of the world have a different diet. If we gave the young food to some of these animals, they would get sick. Remember not to feed anything to any zoo animal!

Children: We'll remember.

Teacher: We want to keep the animals at the zoo for many children to come and see, don't we? Let's remember not to frighten the animals or give them anything strange to eat.

Oral Language for Evaluation of the Field Trip to the Zoo in Albuquerque

Teacher: The Zoo was our last trip for this year. Would you like to go on more trips next year? We ought to be thinking of some more places we'd like to see.

Children: (Teacher prompts if no volunteers.) I'd like to go to the post office, a supermarket, the bank, a bakery, the dairy, etc.

Teacher: We learned a lot of things about animals on the last two trips. Did we see some animals at the zoo that we saw at the circus?

Children: We saw the lions. There was a leopard. The tiger wouldn't wake up, so we didn't see him. We saw the mountain lions.

Teacher: We've been looking at maps to see where all these animals came from. Did everyone see the bear? Do we have bears in the United States?

Children: Yes, we do. We have mountain lions in New Mexico, too. We have bighorn sheep in the Sandia Mountains, too.

Teacher: I saw an animal that looked like a wolf, but had another name. Who remembers him?

Children: It was a coyote. He was running up and down in his cage.

Teacher: Did everyone see the chimpanzee like the one who rode the motorcycle in the circus act?

Children: Yes, I did. No, I didn't. (Chain.) He didn't want to have his picture taken. He wouldn't show his face.

Teacher: What do you remember best about the zoo?

Children: (In turn.) I saw the seals swimming. We saw rabbits. I saw the zebras. We saw camels. We saw the baby elephant. We saw the monkeys.

Teacher: What sounds do you remember best?

Children: (In turn.) We heard the lion roaring. He roared. I heard people talking. We heard children playing. We heard the birds in the cages making noises. (Etc.)

Teacher: Did you know that someone was making a movie of us at the zoo?

Children: Yes, I did. No, I didn't. Yes, we did. We saw the movie being made. We want to see the movie.

Teacher: I hope the movie will be ready for us to see soon. We've seen pictures made of us on some other trips. It will be fun to see a movie of one of our trips, won't it?

Children: Yes, it will. Yes, I'd like to see the movie. Yes, we'd like to see the pictures of the zoo.

Teacher: (To individual children.) Did you have fun? What did you like best at the zoo?

Children: (Various responses with teacher prompting.) I liked looking at the animals. I liked playing baseball. I liked the snow cones. I liked the lion. I liked watching the seals swimming.

APPENDIX B

The Trip to Winrock Center, December 13, 1962

Administrative consent was given to take this trip and bus transportation was arranged from Santo Domingo for the eighty first-graders. Lunch was to be provided by the school on each trip, but bottled cold drinks or milk was ordered from the nearest source on each occasion and was brought to the children just before lunch time. Milk could also have been brought from school, but there was no way of keeping it cold. The children were to eat lunch and use the bathroom facilities at Hodgin Hall on the University of New Mexico campus. A group of students from the Children's Literature class offered their assistance for this period.

Fourteen adults were invited to accompany the children on this excursion, since it was the first trip and a safety risk was involved in the activities planned. These volunteers were made up of adults attending the university, professors, the two bus drivers, the three teachers, friends, and this investigator. A routing was made up for the bus drivers, and the rest of the group were to meet at the west end of the Mall, near the sunken garden, at Winrock Center. The time was set for 9:45 A. M. Buses would permit

the children to get out, and then would park wherever they could find a convenient location.

Winrock Center was selected as an urban pattern of the American shopping center of today. It is located at Louisiana and Indian School Road in Albuquerque. It has effective and beautiful architectural features that have received national magazine coverage for their originality. Parking facilities are excellent. The Mall has stores of many varieties opening off the main walkway and their Christmas decorations were artistic.

The objective of the trip was to introduce children to this area whose families had not yet visited Winrock, as well as to have the group participate in a before-Christmas window-shopping tour. This trip could be classified as a social studies activity, in relation to the community, how people work together, different stores, merchandise on display, varieties of jobs, and the celebration of the holiday, including a visit to Santa and his reindeer.

One large department store was contacted by calling the manager's office (Montgomery Ward and Company), and permission was given for the children to walk through this store and to go up and down the escalator on the way out.

the children to get out, and then would park wherever they could find a convenient location.

Hinsook Chinon was selected as an urban pattern of the American shopping center of today. It is located in Swisstown and Kelton Square mall in Kingsgrove. It has effective and beautiful architectural features that have received national marketing coverage for their originality. Parking facilities are convenient. The mall has a score of many varieties ranging are the main walking and trails. Christmas decorations were artistic.

The objective of the trip was to introduce children to this area where families had not yet visited Hinsook, as well as to have the group participate in a before-Christmas window-shopping tour. This trip could be classified as a social studies activity, in relation to the community, how people work together, difficult scores, merchandise on display, varieties of jobs, and the atmosphere of the holiday, including a visit to Santa and his reindeer.

The large department store was contacted by calling the manager's office (Hinsook Hand and Company), and permission was given for the children to walk through this store and to go up and down the escalator on the way out.

Santa Claus' house stood at the rear entrance, and three live reindeer were kept in a pen nearby. The management suggested that a guide accompany the tour throughout and that he give a little talk to the children who were seeing live reindeer for the first time. The store asked a photographer from their public relations office to take pictures. Santa Claus was "reserved" for the group for 10:15 A. M., and he presented each child with a toy dog, a comic book, and a sack of candy as they walked into his house. This was done through the courtesy of the management.

Standards for safety were set in the oral practice patterns that preceded the trip experience.

Notes for teacher reference served as preliminary guides for preparing the children for this outing:

"On the Mall the children will see:

toys
a book store window
a small, white, dancing toy bear
jewelry in many windows
a yardage window
Christmas trees, green and silver
Christmas greens and trimmings
the fish pool (empty now)
three elves in the sunken garden
several dry landscaped gardens
furniture
Santa's house
shoe stores

Christmas garlands
children's clothing (coats featured)
the State flag
the American flag
benches for resting
trash-cans with "tippy" lids"

"In the department store, children are to notice:

decorations
lights
clothing
belts
saddles

The escalator, on which they are to ride up to the second floor and then down again, is located in the center of the first floor."

The nature of further activities continued with: "At the reindeer pen, we will look for the reindeer with only one horn--he had a fight with a reindeer friend. We will notice the split hooves for walking on deep snow. We'll see the reindeer fed, and one animal will be brought out of the pen for the children to pet. Several children, who volunteer, will be lifted up onto the reindeer's back. We'll see that both male and female reindeer have horns. The large red sleigh on top of the reindeer pen is similar to the flat picture included with audio-visual aids prepared and submitted for this trip."

"The children will walk back through the store, down the other side of the Mall, and get back onto the buses at the entrance. From Winrock, the group will proceed

to Hodgin Hall where they will be divided into two groups, use the bathroom facilities, and then sit down on the floor to eat lunch."

"After lunch, they will be escorted through an Art Department Christmas display, where they will observe students working during their class period. A Christmas book will be presented to each child as a gift from Dr. L. Helen Walter's class in Children's Literature."

"The buses will load again for Santo Domingo at 1:15."

Visual aids accompanied oral language patterns for use preceding the trip. Other aids were supplied, along with language patterns, a week later.

Preceding:

a simple map
flat pictures: a red sleigh, snow scenes, a school bus, city houses, cars and trucks on the highway
seven magazines for cutting up for scrapbooks, and one Sears-Roebuck catalog
tape recordings were made in each classroom, singing "Jingle Bells"
a large sample brown paper scrapbook, tied with yarn, titled, "We Went to Winrock"

After the trip:

30 cartons, varying sizes, for the purpose of constructing stores in three classrooms, to approximate the stores on the Mall
ten prints, mounted, on Lapland, showing reindeer and their usefulness to the people of that country (Albuquerque Library material).

magazines for cutting: fourteen, and
one Ward's catalog
five finger plays for developing oral
language:

Right and Left
I Give My Hands a Little Clap
When our Play is Over
Ten Little Fingers
Hands on Head

Library books on reindeer or the north country:

1. Sarasy, Winter Sleepers.
2. Sullivan, Polar Regions.
3. Fox, When Winter Comes.
4. Peters, The Animals' Christmas Tree.
5. Crimmons, Nicholas, The Boy Who Wanted to Be Santa Claus.

Teacher-Pupil planning:

1. "Why are we going" was discussed in the classroom.
2. Why was Winrock a good place to visit for our purpose?
3. How will this trip help us solve problems?
4. Will this trip be worth the time, expense, and effort involved?

Evaluation:

Winrock Center gave a good picture of the large shopping center. People were observed working at various jobs. Many families were shopping or looking into windows. The escalator was a first experience for most of the children. The guide was accustomed to speaking to young children and held the group's attention at all times. The children maintained high standards, walked two-by-two, looked into each window, and seemed enthusiastic about the

magazines for cooking, fourteen, and one Sears's catalog.

Give finger plays for developing oral language:

Eight and Seven
I Give My Hands a Little Lift
When our Play is Over
Ten Little Airplanes
Hands on Hips

Library books on reading for the period complete:

1. Barany, Wonder Glasses.
2. Sullivan, Clap Hand.
3. Fox, When Mother Cooks.
4. Potter, The Bulgia' Children Book.
5. Cutsumb, Bonnie, Can you remember to be quite clean.

Teacher-pupil planning:

1. "Why are we going" was discussed in the classroom.
2. Why was Winnetka a good place to visit for our purpose?
3. How will this trip help us solve problems?
4. Will this trip be worth the time, expense, and effort involved?

Evaluation:

Mineral Center gave a good picture of the large shopping center. People were observed working at various jobs. Many families were shopping or looking into windows. The vacation was a first experience for most of the children. The guide was accustomed to speaking to young children and held the group's attention at all times. The children maintained high standards, walked two-by-two, looked into each window, and showed courtesy at about the

entire experience. Unloading the buses did not present a pupil management problem, as waiting adults were assigned to each eight children as they got off, and the walk down the Mall began almost immediately.

New activities were stimulated in the classroom, as children participated in making food or grocery stores out of cartons, and "played store" most effectively. They priced articles, made purchases, made change (with toy money), and took turns playing storekeeper. Children remembered items not related to the oral language suggestions in the discussion periods, such as "the little TV" in the window.

Others reported that their parents had taken them back to Winrock and similar shopping centers to shop. It was felt that community and parental integration with the project would be reinforced by possible introduction to new areas for more economic buying.

It proved difficult to procure picture books with large-enough pictures, on beginners' level, to illustrate family shopping experiences, interiors of stores, and people on-the-job. To solve this problem, contractions were used from the beginning for oral practice. Magazine cut-outs were used for illustrations, and were mounted on

large charts for oral language drill. Example: "What're these?"; "They're shoes;" "What's that?"; "That's a hat"; "What's this?"; "It's a coat."

Unanticipated problems were few. Planning for the lunch period had been weak. Student time had not been allotted in sufficient quantity for instruction of the volunteers at the university. The children never were divided again into two groups in separate rooms for the lunch period, as they felt insecure and were concerned by the absence of a number of their friends. The bathroom facilities were not adequate. Moreover, it had not been taken into consideration that these children were not accustomed to walking upstairs and down on wooden steps. They enjoyed marching in cadence when entering and leaving the building, but the experience was not repeated without proper standards having been set prior to the next occasion. The physical effort involved in providing drinks for eighty children was never really solved. Lunches, however, were always bountiful and delicious, but teachers had not collected money for drinks in advance, and this caused an unnecessary delay before take-off for Santo Domingo.

The trip provided useful vocabulary that would be checked by the picture test at the end of the experiment.

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The trip provided useful vocabulary that would be checked by the pictures that at the end of the experiment

In spite of the weaknesses outlined, the excursion was estimated to be most worthwhile in every anticipated respect.

Letters of thanks were written by this investigator to the department store manager, as well as to Dr. Walters and the student group at the University of New Mexico. These letters also acknowledged the gifts the children had received.

The Trip to the First National Bank Building, the Zip Potato Chip Factory, and the Seven-Up Bottling Plant, January 24, 1963

The Santo Domingo public school principal's consent was given for this trip, and bus transportation was arranged through his good offices for the eighty first-graders. Lunch was to be provided by the school, but the children would eat lunch at the Seven-Up Bottling Plant. There they would be given a free bottle of 7-Up to drink with their meal. Bathroom facilities at this plant would be available also. Adult volunteers were invited for the excursion, and these were made up of the group that had gone along on the first outing.

A route was made up for the bus drivers: to leave Highway 85-422 at the San Mateo turn-off and proceed to the parking area behind the First National Bank Building, just south of Central Avenue in Albuquerque. The volunteers agreed to meet at the southern entrance of the building, and transportation was provided where necessary. Time was set for 10:00 A. M. Buses were to park in the large parking lot. Children would be met at the buses and paired off, each with his friend, to enter the building.

The First National Bank Building is the first building of seventeen floors in the Northeast Heights section of

Albuquerque. The view, from the unfinished interior of the seventeenth floor, was exhilerating and beautiful beyond belief. The windows were large and low. The children could look out easily. To the east, they saw the Sandia Mountains, ten-thousand feet in height and snow-capped; to the west, the city and the horizon, outlined with volcanic craters; to the north, the Jemez Mountains, snow-capped; and directly below, the patterned criss-cross of city streets, with the continuous parade of tiny, multi-colored vehicles; to the south lay the areas of the military bases, with visible airstrips, with planes in take-off and landing patterns of flight.

The objective of this trip was to introduce the principle of the elevator, the situation of business related to offices away from home, how people work together, differences between ground-level and aerial views of the earth, and how machinery helps in the processing of one type of food and drink.

The First National Bank Building is located at the corner of Central Avenue and San Mateo Boulevard in Albuquerque. The building manager was visited two weeks prior to the date selected for the trip. His cooperation was immediate, and his suggestions were most helpful. The building management

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The First National Bank Building is located at the corner of Central Avenue and San Mateo Boulevard in Albuquerque. The building manager was invited two weeks prior to the date selected for the trip. His cooperation was lavish, and his suggestions were most helpful. The building management

was in the process of renting offices, and the services of one elevator were occupied entirely with construction materials and workmen. The interior of the seventeenth floor was as yet unfinished, and the manager offered the attendance of an assistant from his office to aid in traffic situations. Two elevator operators manually operated two elevators for the convenience of the group. This left one elevator free for building visitors and tenants.

Standards for safety were set up in the oral patterns preceding the excursion.

Notes for teacher reference served as preliminary guides for preparation of the children for this outing:

"On this trip the children will see:

the new bank building
the elevators going up and down to the seventeenth floor
a view of the city from the seventeenth floor"

The children got out of the two buses in the parking lot and walked in pairs into the bank building where they were immediately ushered into each of the two elevators, about twelve at a time. During the rides up and down in the elevators, attention was directed to the operation of the elevator and the fact that the round lights above the

doors register the floor numbers. On the seventeenth floor, the children were taken to each vantage point where objectives were pointed out for their interest and specific notice.

After returning to the first floor, couples re-formed and the group left the building in very good order, walked through the parking lot, glanced back up to estimate the height of the building, and walked onto the buses.

The next stop: The Zip Potato Chip Factory is located at 3524 Broadway, S. E., in Albuquerque. On the ride to the factory from the northeast heights, teachers were asked to call the children's attention to:

city houses
the buildings of the University
stores
the freeway crossing overhead
a motel under construction
downtown traffic--cars, trucks, and buses
people on the streets
the library
the viaduct under the Santa Fe tracks
a large new church

Notes for teacher planning prior to the excursion gave the following information:

"At the Zip Potato Chip Factory the children will see:

the storage room with potatoes in huge crates (note cooler temperature)
a green chemical light for preserving the vegetables in storage

machinery for washing, slicing, peeling, deep-frying, draining, salting (chili powder is applied by hand), and packaging potatoes
conveyor belts, a machine to seal bags, a machine to tie up cartons with string
outside the factory, from the parking area, they should look at cattle grazing to the west
a refinery or cracking plant to the south
many oil storage tanks, and a railroad crossing with freight cars on a siding to the north"

At the potato chip factory, children got off the buses and walked into the plant in pairs. The manager of the factory had been visited two weeks previously, and he had given permission for the visit. The only request from this company was that the children visit in the morning, as close to 10:00 A. M. as possible, since the chips are usually going through the complete processing early in the day. The management wished the group to be able to see the entire operation.

The building is clean, and the guide and employees were very considerate. The tour would be more easily negotiated by a smaller group, since some of the areas for observing were too small for the number present. But, the action of the machinery was new and instructive.

The conveyor belts, the hoppers carrying chips up and down on a diagonal belt, the circular operation in which the bags were filled, and the sealing process were easy to

see. Cooking processes, at the beginning of the tour, were, naturally, taking place in closed tanks. At the end of the tour, each child was given a small bag of potato chips for a treat.

For the visit to the Seven-Up Bottling Plant at 2101 Claremont Avenue, N. E. in Albuquerque, teachers had been supplied with the following information for pupil preparation.

"Children will see a very good-looking, new, one-story building, operating with the most modern equipment available. They will visit an enormous storage room first, where they will later sit on the floor to eat their lunch. The walls are equipped with electrical heaters so the group will be comfortable during this period. They will walk next through the area of the bottling process which entails bottle washing, sterilizing, and the syrup-mixing. Bottles are filled and checked while riding along on a conveyor belt. An employee inspects each bottle through a strong light behind the product as it goes by. Following the inspection, bottles are capped on a circular machine. They are placed in cartons, and, at this point, a fork lift, operated by one man, raises and lowers these cartons into position for stacking. The building is immaculately clean, and the entire bottling process is handled exclusively by machines."

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For the visit to the Seven-Up Bottling Plant at 2301 Clarendon Avenue, S. E. in Minneapolis, teachers had been supplied with the following information for pupil preparation:

"Children will see a very contemporary, new, one-story building, operating with the most modern equipment available. They will visit an immense storage room first, where they will later sit on the floor to eat their lunch. The walls are equipped with electrical heaters so the group will be comfortable during this period. They will walk next through the area of the bottling process which contains bottle washing, sterilizing, and the syrup-mixing. Bottles are filled and checked while riding along on a conveyor belt. An employee inspects each bottle through a strong light behind the product as it goes by. Following the inspection, bottles are capped on a circular machine. They are placed in cartons, and, at this point, a fork-lift, operated by one man, rides and lowers these cartons into position for stacking. The building is immaculately clean, and the entire bottling process is handled exclusively by machines."

The drink comes out of the process ice-cold, and each child was presented with a bottle of Seven-Up and escorted to the lunch area.

The manager of the Seven-Up Bottling Plant had given permission for the group to visit on the date selected. He asked that the tour be conducted before twelve noon, since most of the bottling process is carried on in the early morning hours. He wanted the children to see the entire operation. He, himself, acted as a guide, and the assistant manager operated the fork lift.

At this plant, a candy-vending machine was discovered by one of the children. This equipment was most intriguing to the entire group, as the candy bars were moved up and down on revolving display shelves behind glass. One teacher kindly volunteered to help make selections and operate the machine as children indicated their choices.

Buses loaded for Santo Domingo about 1:30 P. M.

Audio-visual aids submitted for preparation for the trip, along with oral language patterns for practice, were:

<u>Preceding</u>:

four cartons of clean, empty containers and cartons for use in the grocery store unit on-going in the classrooms

a map of the route, with compass references and an indication of the two-lane

highway from Santo Domingo to Albuquerque
a tagboard chart, showing an elevator moving up and down a shaft, with a small boy-girl figure to illustrate getting on and off (opposites to be stressed in language patterns)
three film strips from the Santo Domingo collection:

Things in the World that Help Us
Homes in the City
Winter Days

four finger plays, for inducing oral English chorally:

On my head my hands I place,
On my shoulders, on my face.
On my lips and at my side,
Quickly at my back they hide.

Here's a little washboard,
Here's a little tub.
Here's a little bar of soap,
And here is how you rub.

This is my right foot,
    Tap, tap, tap.
This is my left foot,
    Pat, pat, pat.
Right foot, left foot,
    Run, run, run.
Left foot, right foot,
    Jump for fun.

The carpenter's hammer goes
    rap, rap, rap
And his saw goes
    see, saw, see
He planes and measures and hammers and saws,
While he builds a house for me.

flat pictures for mounting: mountains, snow scenes, and pictures of various city homes

tape recordings were taken in classrooms before and after the trip to reinforce language learning

After the trip:

Library books:

1. Schleim, Snow Time.
2. Pine and Levine, Electricity and How We Use It.
3. Buehr, First Book of Machines.
4. Shapp, Let's Find Out About Houses.

tape recordings
a demonstration in each classroom of the slide projector, showing color slides of the trip to Winrock Center
demonstration by the writer of how to cut up a frozen-food foil container into jewelry, crowns for make-believe, and flowers (with scissors)
flat pictures: winter scenes, an elevator picture, an escalator picture, and many food pictures
a Viewmaster and sets of reels:

1. Red Riding Hood
2. Snow White and the Seven Dwarfs
3. Yellowstone National Park, I and II
4. Carlsbad Caverns, I and II
5. Yellowstone National Park III

a carton doll house demonstrating the ease of making such equipment in the classroom for the "house" corner
a box of toy money (purchased)
six cartons of materials for use in the grocery stores--clean, empty cans and cartons complete with labels
twelve magazines for children's use in cutting out pictures for scrapbooks for experience records of field trips
an excellent reindeer picture, 9" x 12", for checking recall of the Winrock Center trip

Teacher-Pupil Planning:

1. Why we should go up in an elevator, or see food processed, or how bottled drinks are made, was discussed in the classroom.
2. Why these places were selected was not discussed. The decisions had been arbitrary, due to the recent construction of the "tall building," and the scarcity of suitable places to observe food-processing.
3. How this will help solve our problems was related to health and science programs.
4. Was this trip worthwhile?

Evaluation:

The bank building was new, and the trip in the elevator was a first experience for the majority of the children. The view from the seventeenth floor was novel, even for some of the adults. Thinking about spatial concepts was inevitable. Differences in construction were noticeable, between the decorated aspects of the first floor, with the people at work in offices, and the rough, unfinished appearance of the seventeenth floor, where obviously people were still at work. The sensations of going up and down were minimized by the skill of the elevator operators, but these were apparent for the uninitiated.

This was the type of trip that appealed to the active, curious mind, unsatisfied with the superficial, surface operation involved in going up and down. Numerous concepts

Teaching-Learning Planning:

1. Why we should go on an out director, or resource person-based, or how learning objectives are made, was discussed in the classroom.
2. Why these places were selected was not discussed. The decisions had been arbitrary, due to the recent construction of the "Hall Building," an "item" worthy of suitable praise to observe local-processing.
3. How this will help solve our problems was relevant to health and guidance programs.
4. Was this trip worthwhile?

Evaluation:

The bank building was new, and the talk in the elevator was a first experience for the majority of students. The view from the seventeenth floor was new, even for some of the adults. Thinking about spatial concepts was invaluable. Differences in construction were noticeable, between the decorated aspects of the first floor, with the people at work in offices, and the rough, unfinished appearance of the seventeenth floor, where obviously people were still at work. The sensations of going up and down were minimized by the skill of the elevator operator, but these were taken as for the uninitiated.

This was the type of trip that appealed to the active, curious mind, unsatisfied with the superficial, surface operation involved in going up and down. Numerous concepts

are involved here, impossible to calculate, but valuable to the child mind that continues to concern itself with why's and wherefore's.

The trip through the potato chip factory was instructive for any age level. The beginners noticed what was most apparent, the motion, the concentration of machine parts, the people at work, the product that resulted from the combined efforts. The group seemed to be most interested in the process, although much of the actual preparation went on necessarily in closed containers. They walked in good order from point to point and listened attentively to the guide's descriptions of various aspects of the operation.

At the bottling plant, the organization of sterilizing and mixing was too abstract to be understood by the majority of the group, because of the language handicap. However, they were enthusiastic about the tour and took special notice of such mechanics as the bottle inspection, the bottles on the moving belt, the bottle-capping, the loading of cartons--such things that were immediately apparent for their grade level. The operation of the fork lift was instructional. Attitudes of the group reflected enthusiasm regarding the total experience.

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On the following week's visit to the classrooms, no new activities were in evidence on the surface. The children continued to play store with the same interest. Their oral language seemed to improve a little. Their rising confidence in response to the weekly visits was encouraging.

No carry-over, community-wise, was reported at school. Children drew pictures and produced some little written language. Structural sentence patterns were still not in evidence when oral questions were asked. Replies were, of necessity, dictated, and responses requested with teacher help and much prompting.

Library books were difficult to find. Pictures of elevators and escalators in picture dictionaries were too small to be effective for display in groups, or for whole room use. After diligent research, suitable magazine illustrations were found for class or chart experience stories.

Unanticipated problems were few, but troublesome. The buses were late, due to unexpected delays in servicing vehicles in the morning before the trip. Bathroom facilities had not been adequate, and some children had spent much of the lunch period waiting to wash their hands. Fortunately, on this trip, the physical handling of eighty drinks was no problem.

On the following week's visit to the classroom, no new activities were in evidence in the morning. The children continued to play store with the sale interest. Music and language seemed to improve a little. The teacher continues in response to the weekly visits concerning.

By early-over, community-wide, was reported as school. Children draw pictures and produced some little written language. Structural sentence patterns were still not in evidence when oral questions were asked. Spelling work, of necessity, directed, and responses requested with teacher help and much prompting.

Library books were difficult to find. Pictures of elevators and escalators in picture dictionaries were too small to be effective for display in groups, or for whole room use. After diligent research, suitable moving light-creations were found for class or short experience stories.

Unanticipated problems were few, but troublesome. The buses were late, due to unexpected delays in servicing vehicles in the morning before the trip. Entrance facilities had not been adequate, and some children had spent much of the lunch period waiting to wash their hands. Fortunately, on this trip, the physical handling of eighty drinks was no problem.

It was certain the trip had expanded the children's societal vocabulary understandings, and at the end of the semester, these would be tested.

The excursion was judged worthwhile in every aspect, but an attempt had been made to cover too much material. It was decided to continue with more comprehensive study related to narrower experiences.

Hopefully, children would take suggestions back home that were of benefit to the family and community. The amount of facts to be learned on a trip is incalculable, but key ideas are few. Since pupils learn different things on such an excursion, some are satisfied with simple meanings, but others with curious minds get more out of such a trip.

Letters of thanks were written by this investigator to the Manager of the First National Bank Building, to the Manager of the Zip Potato Chip Factory, and to the Manager-Owner of the Seven-Up Bottling Plant. These letters also acknowledged the treats the children had received.

Demonstration of Use of Dial Telephones

The principal at Santo Domingo Public School had inquired about the possibility of having a team from the telephone company come to the school for a demonstration of the use of the telephone. This inquiry was made prior to the field trip planned for communications.

After a visit to the public relations office of the Mountain States Telephone Company, located at Silver and Seventh Streets, in Albuquerque, an appointment was made for this demonstration for February 20, 1963. About two weeks' notice is usually required.

The instructors arrived at Santo Domingo at 9:00 A. M., and were met by this investigator. They were introduced to the principal and the three teachers of the first grades. The demonstration involved the use of a small control or switchboard which was placed on the teacher's desk and was plugged into the closest wall socket. Two telephones were connected to the control board with exceedingly long cords. These easily covered the length and width of the average classroom. The telephones were the Princess model, pink and white in color.

One instructor operated the small switchboard. The other instructor gave a brief, clear talk on the use of the telephone. She displayed the telephones, explained parts

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The instructors arrived at Santa Domingo at 8:00 A.M. and were met by this investigator. They were introduced to the principal and the three teachers of the first grade. The demonstration involved the use of a small central switchboard which was placed on the teacher's desk and was plugged into the closest wall socket. Two telephones were connected to the control board with exceedingly long cords. These easily covered the length and width of the average classroom. The telephones were the Princess model, pink and white in color.

One instructor operated the small switchboard. The other instructor gave a brief, clear talk on the use of the telephone. She displayed the telephones, explained parts

and correct names for them, and gave a demonstration of dialing that was visible to everyone.

Then each child was invited to call up a friend right in the classroom. The writer helped one child, since oral language was slow and little response had seemed to be forthcoming, and the instructor helped the other child. Mr. White Telephone would dial Mr. Pink Telephone. Actual dialing took place, and when the number assigned had been correctly dialed, Mr. Pink Telephone's bell would ring. At this point, instructor and investigator "gave" whispered oral language for conversational purposes:

"Hello."
"Hello."
"Who's this?"
"This is Joe."
"How are you today?"
"I'm fine. How are you?"
"I'm fine, too. Can you come over after school and play?"
"Yes, I can. I'll see you at recess, Joe."
"Good-by for now."

An amplifier on the switchboard made the conversations audible to everyone in the classroom. Interest was very high, and every single child was given the opportunity either to dial a friend or to receive the call. The rest of the group listened intently.

Conversation began to be elicited occasionally without any prompting. One child, when asked to come over

and correct manner for them, and gave a demonstration of dialing that was visible to everyone.

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"This is Joe."
"How are you today?"
"I'm fine. How are you?"
"I'm fine, too. Can you come over after school and play?"
"Yes, I can. I'll see you at recess, Joe."
"Good-by for now."

An amplifier on the switchboard made the conversation audible to everyone in the classroom. Interest was very high, and every single child was given opportunity either to dial a friend or to receive the call. Many of the group listened intently.

Conversation began to be directed spontaneously without any prompting. One child, when asked to hang up

after school, replied seriously, "No, I have to work today," to the delight of the adults assisting. One entire hour was required in each room to give every child his turn.

In the second room, when the last child was having his turn, the investigator whispered, "Are you hungry?". The child repeated the question, into his telephone, and the instructor whispered a response to the child on the other end of the line, who smiled and repeated, "Yes, let's to to lunch now." Whereupon all the children rose to line up at the door.

Each child received a little booklet: The Telephone and How We Use It.

The visit had attracted the attention of teachers who were passing the room, and when the telephone team appeared at lunch in the cafeteria, there were several requests for another visit at second-grade level.

The purpose of the demonstration had been discussed briefly in each classroom on a previous visit, with prepared dialogues for practice. At that time, standards were set for conduct during the demonstration. The experiment was of such interest that children were exceptionally attentive during the session which would, ordinarily, have seemed to take too long.

after school, replied serenely, "No, I have to work today," to the delight of the adult audience. One entire hour was required in each room to give every child his turn.

In the second room, when the last child was having his turn, the intercommunicator whispered, "Have you finished?" The child repeated the question, into his telephone, and the instructor whispered a response to the child on the other end of the line, who smiled and responded, "Yes, let's go to lunch now." Thereupon all the children rose to line up at the door.

Each child received a little booklet: The Schools and How We Use Them.

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Evaluation:

The women instructors carried out an excellent program. They were adaptable to the paucity of oral language, and made a considerable contribution by their consideration and assistance in prompting and developing conversation for the children. The time required for the demonstration was considered worthwhile from every aspect. Santo Domingo Pueblo does not have telephones in individual homes, and the children were intrigued immensely by the freshness of this experience. They obviously thoroughly enjoyed the total effort. Every child participated according to his ability. If his courage flagged, he was prompted. On each occasion that prompting took place, the youngster immediately seized the suggestion and repeated it joyfully.

Physical conditions surrounding the demonstration are very good. The telephones are attractive, the sound of the bell is muted, but not monotonous. The cords are so long that children call one another from completely across the room. The amplified conversation is clear and was monitored excellently for each individual voice. Common telephone speech patterns were repeated so many times that understandings undoubtedly took place through repetition and participation. The writer observed numerous children silently mouthing the "Hello's," "Good-by's," and "How are

you today's?" with utter absorption, while watching the talking pair.

A schedule was set up several weeks later by the principal in response to the requests by many teachers for a repeat of the demonstration in their rooms. How many children were affected is not known, but the experience was estimated to have reflected tremendous success in motivating oral language.

Trip to the Mountain States Telephone Company, and the Channel 5 Television Station, Albuquerque, New Mexico, February 28, 1963

The principal's consent was given for this trip, at the time of the appointment for the telephone demonstration in the classrooms. Bus transportation was arranged, and a routing was provided for the drivers. Because of detours in the downtown area of the city, considerable time and effort were required to complete this route. Lunch was to be provided by the school, and teachers were asked to collect money in advance for a cold drink for each child. A bottled drink had been ordered and was to be held in a refrigerated case in a store across from the University until the lunch period. Permission to use Johnson Gymnasium had been requested, since the bathroom facilities were excellent, and the children would be able to sit up in the balcony seats to eat their lunches.

Ten adult volunteers, including the core group, would go along on this trip. Transportation was a problem since parking cars near the trip area on Fourth Street would not be possible. It was finally decided that the volunteers would ride the school buses on the trip downtown to the telephone company and back to the university campus.

Time was set for 10:15 A. M. at the entrance to Johnson Gymnasium. Children would use bathroom facilities before the excursion downtown. Parking area was adequate near the gymnasium for volunteer's cars and the two school buses.

Several discussions had been held with the public relations office of the telephone company. Mr. Fowler, their representative, was most cooperative. The usual tour of the telephone company covered the telephone museum on the second floor of the company business offices in downtown Albuquerque. This would enable the group to use the elevator again, but the museum was contained in a room about four hundred square feet in dimension. The telephones, from antique to very modern models, were placed down low enough on the walls so that the children would be able to examine them with ease. An old-fashioned switchboard stood in the center of the room. The room was attractive, and the telephones were of such varying styles as to offer much interest to the observers. Mr. Fowler was concerned about the size of the group, however, and finally asked that only one room at a time make the trip. The others were to wait in the buses across the street in the customer parking lot.

Time was set for 10:15 A. M. at the auditorium to

Joanna Greenlaw. Children would overhearse the lilies

before the mountain country. Parking area was adequate

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the size of the group, however, and finally asked that only

one room at a time make the trip. The others were to wait

in the buses across the street in the customer parking lot.

This trip could be classified under social studies, in the area of communication. Objectives were to introduce children to the telephone building, the museum, the working switchboard, how some people make a living, and the business office versus home, as well as the use of the elevator in an office building.

The Mountain States Telephone and Telegraph Company business offices are located at 625 Silver, S. W. in downtown Albuquerque. The building, in which the big working switchboard is located, however, is on the corner of Fourth and Copper Streets, N. W., downtown, and the tour was to begin here. No parking is permitted in front of this security building, so arrangements were complicated slightly because the buses would have to let the children off, and drive around several blocks slowly during the length of time it took to accomplish the visit. The police department made this suggestion. Since the Fourth Street building is a security situation, the children had to walk by two's upstairs to the second floor, and very quietly enter the room where the switchboard for the city was in operation. They would circle the room twice, slowly, to get a good look at the operators making and receiving calls; then they would leave by the same exit, walk back downstairs,

This trip could be classified under social work as, in the area of construction. Children were to introduce children to the telephone building, the machine, the working apparatus, how some people make a living, and the working office versus home, as well as the use of the elevator in an office building.

The Mountain States Telephone and Telegraph business office are located at 825 Sixth, S. W., in downtown Albuquerque. The building, in which the key service switchboard is located, however, is on the corner of Tijeras and Copper streets, N. W., downtown, and the tour was to begin here. No parking is permitted in front of this security building, so arrangements were consulted. Slightly because the buses would have to visit the different off, and drive around several blocks slowly, a tiny the length of time it took to accomplish the visit. The police department made this suggestion. Since the fourth floor building is a security structure, the children had to walk by-the's upstairs to the second floor, and very quietly enter the room where the switchboard for the city was in operation. They would circle the room which, slowly, to get a good look at the operators working and receiving calls. Then they would leave by the same exit, with two exceptions.

and line up along the building wall outside until the buses appeared to pick them up.

Standards for safety and walking upstairs quietly were set in the oral patterns for practice in the classroom. It was emphasized to the group that in order to hear what was going on, they would have to observe strict silence, the same as they had done when the telephone conversations were carried on in the classroom.

Notes for teacher reference served as preliminary guides for preparing the children for this part of the excursion:

"From Johnson Gym, we will go to the telephone company security building on Fourth Street. There, the children will walk up one long flight of stairs and enter the large, rectangular room containing the working switchboard for this area. They must be quiet as they walk down and around the room twice, and then out--as operators are working and any extraneous sounds would be picked up on calls being made at the moment. The operators are seated and have on head-sets. The switchboard is very colorful, with many little lights constantly going on and off. These are accompanied by typical buzzing sounds of incoming calls.

The group will walk downstairs and get onto the bus, which will proceed to the business offices on Silver Street.

and line up along the building walls overall until the buses appeared to pick them up.

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Across for teacher reference served as oral lesson guides for preparing the children for this part of the excursion:

"From Johnson Gym, we will go to the telephone company security building on Fourth Street. There, the children will walk up one long flight of stairs and enter the large, rectangular room containing the working switchboard for this area. They must be quiet as they walk down and around the room twice, and then sit--as operators are working and any extraneous sounds would be picked up on cables being made at the moment. The operators are seated and have a head-set. The switchboard is very colorful, with many little lights constantly going on and off. These are accompanied by typical buzzing sounds of incoming calls.

The group will walk downstairs and get onto the bus, which will proceed to the business office on Silver Street.

Here, the children will get out of the buses, by rooms, to continue the tour, as accommodations are too small for the entire group at one time."

"A sizeable customer's parking lot is located across the street from the telephone company. The school buses will find ample parking space there. The main building is new and very modern in appearance. The children will walk across the street, into the building, go up on the elevators to the second floor, and walk hand-in-hand around the museum twice to look at the telephones on display. From the museum, they will go down in the elevator, with Mr. Fowler leading the way, and walk slowly through the very large business office on the ground floor. All business calls, with the exception of service calls, are received and handled here by operators, seated at individual desks. The entire room is filled with desks. Young women are seated, outfitted with head-sets, and they are busy with various types of telephoned requests. Time will be allowed for the children to listen to some of the business calls being received. Next they will observe the office furnishings, and then walk back through two smaller offices to the exit. Before leaving the building, they each will receive a ball-point pen from the telephone company as a souvenir of the visit."

"From the telephone company, we go next to the Channel 5 Television Station on University Hill (KNME TV). We will enter the front door, turn right, and walk through the studio by two's. There is no broadcast scheduled, but George Fishbeck may be rehearsing for his science show. The children will look at the television cameras and the two big TV sets. They will be monitored, so they will see themselves on the screens. After they circle the studio, they will go out through the same door and proceed through the engineers' control room, which is very narrow. Here, they must look up and see themselves again on the screens of six small television sets on a shelf above the windows of the control room. From here, they will leave the building and get back onto the bus. The children will receive Channel 5 buttons and stick candy for souvenirs. A photographer will be present to take a few pictures. These pictures will appear in one of the Albuquerque newspapers."

"From Channel 5, we will return to the University Gymnasium. On the way, the buses will be routed past the new College of Education and the dormitories on the north campus. At the gymnasium, the children will have their lunch."

"The buses will start back to Santo Domingo about 1:30 P. M."

"From the telephone company, we go back to the Channel 5 Television Station on University Hill (KOAT TV). We will watch the films here, then right, and watch through the studio by two's. There is no broadcast scheduled, but George Fishback may be available for his weather story. The children will look at the transmission camera and the two big TV sets. They will be monitored, so they will see themselves on the screens. After they circle the studio, they will go out through the same door and proceed through the engineers' control room, which is very noisy. Here, they must look up and see themselves again on the screens of the small television sets on a shelf above the windows of the control room. From here, they will leave the building and get back onto the bus. The children will receive Channel 5 buttons and stick ready for souvenirs. A photographer will be present to take a few pictures. These pictures will appear in one of the Albuquerque newspapers.

"From Channel 5, we will return to the University Gymnasium. On the way, the buses will be routed past the new College of Education and the dormitories on the north campus. At the gymnasium, the children will have their lunch.

"The buses will start back to Santa Domingo about 1:30 P. M."

The Channel 5 Television Station is the National Education Association station in Albuquerque. It is a small building, and the main studio is rectangular and not very large. The station is located across the street from the University campus. The manager was most cooperative about the proposed tour, and a route was planned through the building, since the halls are narrow and the size of the group was very large for easy accommodation.

Visual aids accompanied oral language patterns for use preceding this trip. Additional aids were supplied the following week for evaluation of the trip and reinforcement of learning.

Preceding:

flat, unmounted pictures: country houses, city houses, adobe houses typical of the Southwest
seven magazines for cutting (pictures for scrapbooks)
one new copy of Jack and Jill for the children to keep

Library books (Albuquerque Public Library):

1. Bendick, Television Works Like This.
2. Britton, What Makes It Tick? .
3. Shapp, Let's Find Out About Wheels.
4. Estep, Good Times with Maps.
5. David, Television and How It Works.

six pamphlets from the telephone company for the teachers
three home-made, adobe-type carton doll houses, calsomined brown

movie: Adventures in Telezonia (from the telephone company film library)
Viewmaster with reels: The Black Hills, South Dakota, Indians of Oaxaca, National Park I, New Mexico, Wild Alpine Flowers of Western United States, Broadmoor Cheyenne Mountain
booklets for each child: The Telephone
3 spools with yarn set up for new type of weaving for independent activity
finger plays to encourage oral participation:

Right and Left
Little House
I Give My Hands a Little Clap
Grandma's Spectacles
Two Dickie Birds
Hands on Head
Piggies
What Can I Do?

<u>After the trip</u>:

flat pictures: telephone, television, switchboard, electricity-related pictures of plugs, wall switches, lamps
demonstration of the light switch, using "on" and "off"
movies: (from the film library of the telephone company):

The Telephone Lineman
Charlie's Haunt (a film on general safety)
The Voice of Your Business
Decoration Unlimited (a film showing the transformation of an old house into a modern version)

filmstrips: (Santo Domingo collection)

Roadbuilders at Work
Building a House

Wayside Wonders along America's Highways (a set of bus pictures from the Greyhound Company)
three Albuquerque city maps (the areas of the trip visits were indicated by different colored squares of construction paper)
demonstration of use of the slide projector: (showing color slides of the trip to the bottling plant and the tall building)

Teacher-Pupil planning:

1. Why we would visit the telephone company and a television station was discussed in the classroom, and during practice of oral language patterns preceding the trip.
2. How might this trip solve some problems for the group?
3. Would this trip be worthwhile?

Evaluation:

The telephone company gave an excellent picture of the desired situation. The children had the opportunity of riding an elevator again. They enjoyed the museum experience. The switchboard in operation was a completely new experience for most adults present as well as the children. Mr. Fowler, our guide, was very helpful and considerate. During the walk through the business office, the children observed the women and men at work with much interest. At several desks, young women removed their head-sets for the children's inspection. All employees were smiling and pleasant. The children held to very good standards. Each child thanked Mr. Fowler when he received his pen.

At the television station, the group enjoyed seeing themselves on camera, but the television studio was too crowded, and the delay for picture-taking so close to lunchtime was unfortunate. Some of the younger children were very tired, and the experience was diminished in value for them accordingly.

The children were stimulated to some new activities in the classroom for the next few weeks. Drawings, and a few short stories, were excellent. The teachers supplied model telephones for more language practice, and the children enjoyed these tremendously. Oral language was noticeably improving in structure. Responses to questions could be elicited in some instances with marked success. Some comments began to be heard, unsolicited, as children tried to establish better communication during the bi-weekly visits of this investigator. They particularly enjoyed seeing and commenting on the color pictures of their friends taken on the trips.

The writer would ask, "Who's that?" or "Who knows who this is?" and point out a child in the picture. Various children would take turns replying, "That's Joe, or "That's Mary!" When the question was reversed, and the children were asked if Mary were Joe, the answer would be practiced in forms such as: "No, it isn't, it's Mary!" or, "No, that's

In the television studio, the group enjoyed seeing themselves on camera, and the television studio, art too, crowded, and the noisy for picture-taking so closed up function was unfortunate. Some of the younger children were very tired, and the experience was disliked. Noise for that accordingly.

The children were stimulated to some new activities in the classroom for the next few weeks. Dressing, and a few short stories, were specially. The Japanese supplied round telephones for more language practice, and the children enjoyed these tremendously. Oral language was noticeably improving in structure. Pronouns to questions could be elicited in responses with more ease. Some comments began to be made. Unfortunately, the children tried to establish better communication during the weekly visits of this investigator. They particularly enjoyed seeing and commenting on the color pictures of their friends taken on the trips.

The writer would ask, "Who's there?" or "Who lives this?" and point out a child in the picture. Various children would take turns responding, "Mary's dog, or "Mary's Mary!" When the question was reversed, and the children were asked if they were Mary, the answer would be negative. In fact each one, "No, it isn't, I'm Jane!" or, "No, Mary's

not Joe, that's Mary!"

Interest at home was stimulated after the telephone demonstration at school. When the group arrived at the Channel 5 TV station, there was a message waiting from a pueblo mother who wished very much to have the opportunity of speaking to her son on the telephone, since she worked in Albuquerque. Mrs. Aragon had called the television station and left her telephone number. She explained that her little boy would be in the group coming to visit, that he was just learning to talk on the telephone, and asked if someone would please have him call her at the number she gave. At 12:20 P. M., when her son and the group arrived, Dr. Zintz helped the child to dial Mrs. Aragon's number so he could talk with his mother.

This mother's initiative, in arranging the telephone conversation with her son, suggests that his family is very much motivated to have him participate successfully in this type of school activity, which was planned to help him learn English better.

It was interesting to note, in terms of community and parental support, that several mothers from the Pueblo accompanied their children on this trip.

not Joe, that's scary!!

Between at home activities, Joe's kindergarten demonstration at school, Ann's one-act training at Channel 5 TV station, there was a freaking multi-tasking people mother who wished very much to have the opportunity of speaking to her son on the telephone, living six miles in Albuquerque. Mrs. Brown had called the relativism and left her telephone number. This occasion took a little boy very big in the group coming to visit, so she was just learning to talk on the telephone, and asked if someone would please have this call her at the number above.

12:20 P. M., when her own was the phone rang, Mrs. Brown helped the child to dial the. Brown's mother so he could talk with his mother.

This mother's initiative, in arranging the telephone conversation with her son, suggests that Ann Y is very much motivated to have him participate meaningfully in this type of school activity, which was planned to help bilingual English better.

It was interesting to note, in spite of diversity and personal mystery, that several mothers also Ann Y would accompanied their children on this trip.

Unexpected circumstances arise prior to a trip such as this in spite of the most careful planning. Adaptations have to be made to suit these changes. Sometimes, however, it becomes very difficult to make the necessary alterations in plan due to circumstances that cannot be controlled. The gymnasium had seemed a very good place to have lunch--actually, in practice, the area was too large, and the children were very tired and restless because of the overly-long wait at the television station while pictures were being taken. Unfortunately, too, adult student volunteers had classes at 1:30 and too few adults remained to manage effectively the lunch period in the balcony area. It became apparent that for good continued control of the situation, and also to avoid over-tiring the group, fewer activities for each occasion would be more effective on future trips. The question of scheduling an end for each tour, in time for volunteers to meet their afternoon classes, was serious. Standards for eating lunch and staying together were set again in the oral language for evaluation in the classroom.

After the telephone demonstration in the classroom, the observation-type tour had been anti-climactic. During the telephone museum tour and television station sequences, the static "walking and watching" gave the children too

little feeling of personal involvement with the experience. While useful vocabulary became more familiar, and much oral language was initiated from this total situation, including the demonstration in the classroom, it was obvious that the children were still immature for an experience of simple observation without more active participation or a more lively program.

Meeting good standards for walking up and down stairs had been achieved. The trip was worthwhile and highly significant in terms of understandings, but it had been too staid a program for beginners. If this tour were to be taken again, it would be planned as follows: the visit to the switchboard, plus the visit to the museum and the business office. The visit to Channel 5 should have been paired with another related activity, in order not to diminish the first exposure to the scientific possibilities of the use of the camera and the process of monitoring. The group was too tired to benefit as much as had been desired from this last visit.

One of the pictures taken of several children appeared in the Albuquerque Journal on March 1, 1963. The teachers posted these newspaper pictures on their bulletin boards for children's observation (see Appendix D).

little dealing of personal involvement with the general public, a good vocabulary, become more fluent, and informal language was omitted from this total activity, the major the deconstruction in the classroom. It is revealing that the children were still looking for an experience of simple observation rather more active participation or a more lively program.

Meeting good members for an hour up and down Africa had been achieved. The trip was worthwhile and highly significant in terms of under training, but it has been too stale a program for beginners. If this were to be taken again, it would be planned as follows: the visit to the watchhouse, plus the visit to the museum the tax business office. The visit to Chinnel's should have been paired with another related activity, in order not to diminish the first response to the fishing possibilities of the use of the camera on the prawns or minnows. The group was too tired to keep it as a full day that been desired for this last visit.

One of the pictures taken on a recent African experience in the Alexandria Planet was taken by Peter Wade, photographed and posted to the newspaper photo, which I have in my file on children's observation (see appendix).

A letter was written by this investigator to the Manager of the Mountain States Telegraph and Telephone Company in Albuquerque, acknowledging courtesies and the gift the children received. This letter also commended Mr. Fowler for his assistance, as well as the telephone team for their excellent demonstration.

The Manager of Channel 5 TV Station received a letter of thanks for his courtesy, and the gifts received by the children were acknowledged.

Demonstration of How to Use the Typewriter

Following the trip through the business offices at the telephone company, on the next visit, two portable typewriters were taken to school.

Discussion of the parts of the machine took place. Words such as around, roller, letters, typing, keys, and capitals were introduced, during a demonstration in each separate classroom.

Every child was given the opportunity to type his name, preceded by the sentence beginning "My name is _____," typed by this investigator.

Children stood quietly around the tables where the others were typing. They watched with tremendous interest as each little person took his place in turn, and slowly typed his name.

Adequate spacing allowed the teachers to cut up the original results, and everyone went home after school with his name pinned to his lapel or collar to show the family.

Original sentences were beginning to appear as conversational attempts increased. One boy said to a companion as they waited their turn, "I have one at home," referring to the machine. Several children asked of the teacher, "Let Raymond now," or "Let Joe now," when they

Demonstration of how to use the typewriter

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Original responses were beginning to appear as conversational attempts increased. One boy said to a companion as they waited their turn, "I have one at home," referring to the machine. Several children asked of the teacher, "Let Raymond now," or "Let Joe now," when they

wanted a friend to have the next turn.

This demonstration was successful because the children felt a real relationship to the experiment. The action involved in printing their names was effective in holding the attention of the entire group in each room throughout the time required to complete the effort for all.

Trip to Kirtland Air Force Base in Albuquerque,

March 20, 1963

The principal at Santo Domingo gave his permission to have the children take this trip. Bus transportation was arranged by his office. Lunch would be provided, as usual, but since the children were going to have a picnic, eating in one of the volunteer's backyard, Kool-Ade was decided upon for the drink, and it was provided by the hostess.

The writer received permission to take the children to Johnson Gymnasium to use the bathrooms there before lunchtime.

Ten adults in all volunteered for this trip, including the core group, consisting of the investigator, friends, the three teachers, and the bus drivers. Time was set for 10:00 A. M. Buses were to unload their passengers in the parking lot adjacent to the Public Relations Offices in Kirtland Air Base on Carlisle Boulevard. This street runs into the military base, and the bus route was provided as follows: leave Highways 85-422 at the San Mateo turn-off. Proceed to Central Avenue, turn west, or right, toward Carlisle. Turn left, or south, on Carlisle and enter the military installation. The parking lot is on the south

side of the street. Adults will be waiting at the corner to help the children get out and lined up. Parking space is adequate.

Kirtland Air Base has numerous opportunities for exploration by children of this space age. The public relations office personnel are cooperative, eager, responsive, and full of suggestions. The air base is located on Gibson Boulevard, and has several possible entrances. The Carlisle Boulevard entrance was selected, since guides were waiting at the building housing the public relations office. Suggestions from Mr. Harvey's office included: hovering the helicopter over the runway, "breaking down and replacing a jet engine in a little over 2 minutes" with a staff of experts, a fire-fighting sequence, the use of the parachute in slowing down a landing airplane, a visit to the motor pool, and so on. Their suggestion was, "Let us have them for the day." The possibilities for developing understandings at this post are inestimable.

The trip could be classified as "transportation" with various related aspects.

Mr. Harvey, the director of these activities, was most helpful. It was decided, finally, that the children should walk through a hangar, walk through a plane, sit down in the

aide of the escort. Adults will be waiting at the corner to help the children get out and lined up. Parking space is adequate.

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Mr. Harvey, the director of these activities, was most helpful. It was decided, finally, that the children should walk through a hanger, walk through a plane, sit down in the

cockpit, and use the radio, including head-set, microphone, and live communication. If time allowed, the children would proceed to the motor pool for an inspection of numerous trucks and other vehicles available for observation and discussion. Photographs were presented to the investigator, showing the rescue helicopter and the type of plane that the children would probably visit--a T-33. These were excellent pictures, 9" x 12", and most effective for visual aids in preparation of the pupils for the trip. They were given to the Santo Domingo teachers for classroom use.

Teachers were informed of the nature of the anticipated activities on the bi-weekly visit prior to the trip. Oral patterns were submitted for practice. The time was set for 10:00 A. M. at the air base. Buses were to be ready to leave for lunch about 12:00 Noon.

Audio-visual aids supplied previous to the trip to Kirtland, relating to many aspects of transportation, follow:

three wall charts (2 1/2' x 4 1/2'), "America's Products and The Trucks That Carry Them," Automobile Manufacturers' Association, New Center Building, Detroit, 2, Michigan

three copies of the magazine, New Mexico Transporter," January, February, and March, 1963

two photographs (9" x 12"), supplied from Kirtland Air Base files, showing a jet engine being installed, the rescue helicopter hovering over the runway at Kirtland, and a T-33 on a landing strip

twenty-five pertinent magazine illustrations on transportation for use on bulletin boards or charts

five illustrations (similar to above) mounted on 18" x 24" tagboard for teacher use

filmstrips (from the Santo Domingo collection):

The Lumber Mill (truck pictures included)
Roadbuilders at Work

movies (from the University of New Mexico audio-visual library):

The Boat Trip
Coast to Coast
Development of Transportation
On the Track (railroad)
Roads South

free teacher materials previously ordered and received:

Wayside Wonders along America's Highways (picture set), Greyhound Information Center, P. O. Box 815, Chicago 90, Illinois

Ford Motor Company, Educational Relations Department, 3000 Schaefer Road, Dearborn, Michigan, free illustration: "How a Car is Assembled."

Streamlined Trains (excellent), Santa Fe Railroad, Public Relations Department, 80 E. Jackson Blvd., Chicago 4, Illinois

Information on movies relating to railroad transportation: Santa Fe Film Bureau, 408 Santa Fe Building, Amarillo, Texas (postpaid to the user, but postage required to return--very reasonable, if marked "Educational Materials.")

Bus Safety Poster, Superior Coach Corporation, Lima, Ohio

TWA, Director Air World Education, 380 Madison Avenue, New York 17, New York, Elementary Teacher's Kit, grades 1-4 (very good)

Trailways, 1012 14th Street, N. W., Washington 5, D. C., bus pictures, old and new, 1 set (very good)

Alco Products, Public Relations Department, Schenectady 5, New York, locomotive pictures, 1 set (exceptionally beautiful set of 3).

Let's Be Safe Passengers (school bus safety), Poster No. 6, National Commission on Safety, NEA, 1201 16th Street, Washington 6, D. C.

About Us and Our Friends (health education), Metropolitan Life Insurance Co., Health and Welfare Division, School Health Bureau, 1 Madison Avenue, New York 10, New York (teacher's guide)

After the trip:

demonstration on construction in the classroom of simple airplane and truck; wood cut to size but materials not assembled, so children could see actual putting-together situation (see page 171)

three New Mexico State maps (Albuquerque, Santo Domingo, and Santa Fe areas, highlighted by crayon outline)

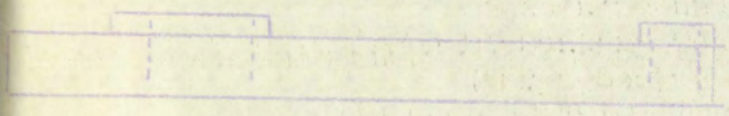
flat pictures: transportation in many areas

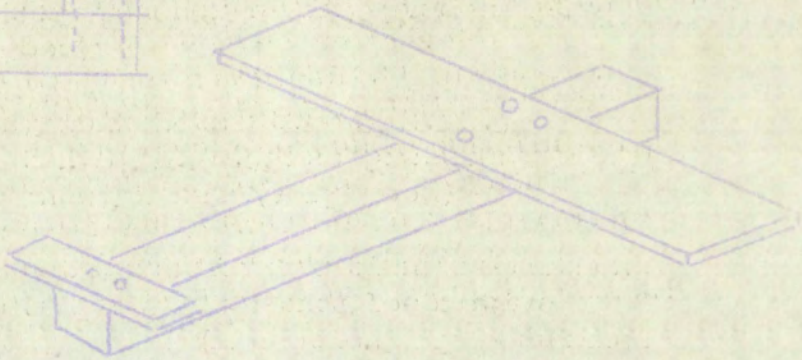
filmstrip (Santo Domingo filmstrip collection):

Air Around Us

demonstration in each classroom with primary globe: the land masses, the oceans, names, introduction to relationships of eastern and western hemispheres, and how we get from place to place.

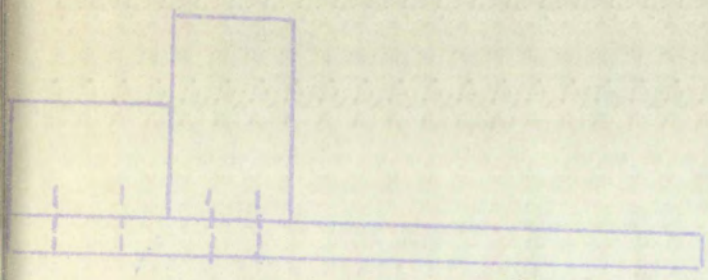
Plane and Truck Construction

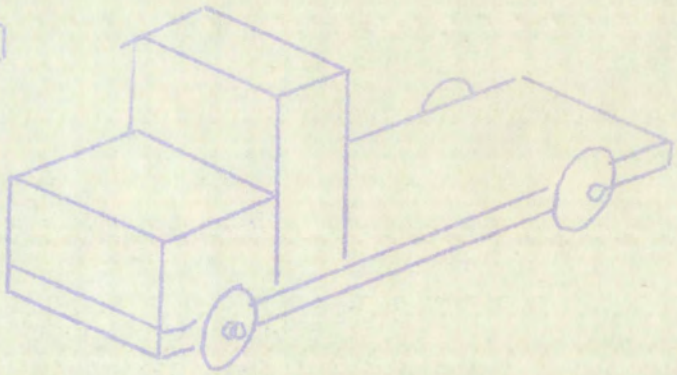




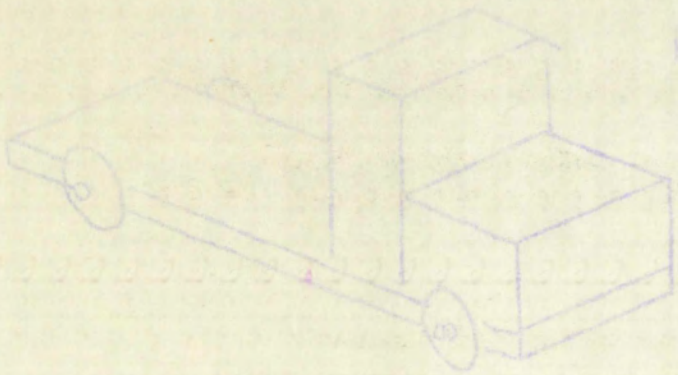
Side view above
Dotted lines indicate
places for nails

Truck Side View





Wheels may be attached to the bed of the truck or to axles made of wood strips - wheels should always be painted and attached <u>last</u> .



Library books:

1. Cavanah, Our Country's Story.
2. Freeman, Fun with Science.
3. Ilin, How the Automobile Learned to Run.
4. Schneider, Let's Find Out.
5. Wolff and Owett, Just Imagine Sounds.

a flannel board with envelope of pictures pasted on sandpaper for samples

carton, for construction of a hangar

numerous plastic toys--planes, trains, boats, cars, and trucks, for classroom use, plus one very large ship model, a passenger liner

diagram for truck construction and airplane construction in the classroom

Viewmaster and reels:

1. Crater Lake National Park I
2. Bryce Canyon I and II
3. Grand Canyon Area--Wyoming
4. National Park, New Mexico I
5. Alpine Wild Flowers USA (Western)

paper construction: pattern for making a pinwheel: three made up for classroom demonstration

demonstration of overhead projector: in each classroom, 9" x 12" photographs from Kirtland trip

movies (from Santa Fe office in Amarillo, Texas):

Wheels A-Rolling (a transportation film)
Assembling a Freight Train (for primary level)

Teacher-Pupil planning:

1. Why should we go to the air base?
2. What part do trucks play in our lives?
3. How will this trip help us solve problems?

Evaluation:

Kirtland Air Base gave a true picture of an air base. People were observed working in various capacities. This was a first experience for the majority of the group. The guides were interested and full of explanations on a good elementary level. The children maintained good standards, walked through the hangar and out onto the flight line. They were lifted up into an airplane gently by a sergeant who explained what was to be observed as they walked down through the aricraft and into the cockpit. There sat a pilot who adjusted a head-set, interpreted some simple facets of the control panel and how radio communication is established with an airplane in flight. The use of the microphone was explained. Children walked back through the plane and were helped down the steps to wait until everyone had had his turn.

The officers at the plane were kindness personified. Each child was received with the utmost care and courtesy.

It was called to the attention of the pupils of these three classrooms that an Air Show at the base was coming up on May 11th. The principal's office granted permission for teachers to send home notes prior to the date. However, whether any families attended the Air Show is not known.

Conclusion:

Ritchard Air Base gave a true picture of an air base. People were observed working in various capacities. This was a first experience for the majority of the people. Students were interested and full of questions at a good elementary level. The children remarked how strange it was to walk through the hangar and out onto the flight line. They were lifted up into an aircraft quickly. A person who explained what was to be observed as they walked down through the cockpit and into the cockpit. There was a pilot who occupied a head-rest, interested some people. Facets of the control panel was how radio communication is established with an airplane in flight. There was an microphone was explained. Children walked behind behind the plane and were helped down the step so that everyone had had their turn.

The officers at the plane were very patient and each child was received with the utmost care and courtesy.

It was called to the attention of the people at about three o'clocks that an air show at the base was starting up on May 11th. The organizing committee permitted a for teachers to start back more prior to the show. Whether any families attended the air show is not known.

One community activity was directly affected, because of the interest at Santo Domingo in fire-fighting. An appointment was made, for a later date, for the Kirtland Fire-Fighting personnel to put on a demonstration for the men of the Pueblo who were interested in attending such a program. The possibility of transportation from the air base to and from the Pueblo was under discussion. How this demonstration would affect parents and community relations is not known, but it is safe to surmise that the process of integration would be improved through mutual sharing of problems and experiences.

Kirtland Air Force Base could be visited on numerous field trips without exhausting the possibilities of the area. The attitude of the public relations office is: what would you like to see and when? Investigations into activities worthy of exploration for elementary levels would be most worthwhile. Teachers, wishing to relate transportation or science to the world of today, ought to be motivated to tap this cooperative locale--if for no other reason than to explore the excellent public relations with the military.

This excursion was most significant, and could have been improved only by a longer interval for further observation.

One community activity was directly affected, because of the interest at Santa Monica in Fire-Fighting. An appointment was made, for a later date, for the Mutual Fire-Fighting personnel to put on a demonstration for the men of the Pueblo who were interested in setting such a program. The possibility of transportation from the air base to and from the Pueblo was under discussion. How this demonstration would affect parents and community relations is not known, but it is safe to speculate that the process of integration would be improved through mutual sharing of problems and experiences.

Mitchel Air Force Base could be visited on numerous field trips without enhancing the popularities of the area. The activity of the public relations office is: what would you like to see and when? Investigations into activities worthy of exploration for elementary levels would be most worthwhile. Teachers, wishing to relate transportation & motors to the world of today, ought to be motivated to trip this cooperative locale--if for no other reason than to explore the excellent public relations with the military.

This excursion was made admirable, and could have been improved only by a longer interval for further observation.

Air Force photographers took pictures of the children in the cock-pit, playing pilot, and three 9" x 12" photographs were given to the writer for souvenirs. The negatives were released to an approved listing, and one picture was selected for publication in the Santa Fe New Mexican on the front page, April 2, 1963. The picture also appeared in the Nucleus, an unofficial air force newspaper, on April 5, 1963 (see Appendix D).

A letter of thanks and acknowledgment of courtesies was written by this investigator to the Major at the air base who has the responsibility of supervising these school tours.

Trip to Simms' Farm, "Los Poblanos," in Albuquerque, April 10, 1963

The principal gave his consent for this trip, and bus transportation was arranged through the school office. Lunch was to be provided by the school, but milk had been ordered from a Creamland milkman and was to be delivered to the farm and kept cold until lunchtime. Los Poblanos is a Creamland Dairy bulk milk producer, but does not sell milk to the public or display dairy activities for educational purposes. The Alvarado Elementary School, close to the farm, was to be a stopping place for children to use bathrooms prior to the trip. Mrs. Lackey, the principal, was most cooperative and offered the use of her school freely. She appointed a monitor who was waiting when the school buses arrived on schedule. This student led the boys to the right area, while the girls followed the writer, who had previously visited the school properties.

A route had been made up for the bus drivers to follow: Highway 85 to the Albuquerque Second-Fourth Street turn-off; to proceed south to Lee Acres on Fourth Street, where the investigator was waiting to lead the way to the Alvarado School. This was a precaution taken because, from Alvarado School to Rio Grande Road, the way passed, in a very narrow

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A route had been made up for the bus drivers to follow Highway 85 to the Albuquerque Second-Fourth Street turn-off to proceed south to Los Ranchos on Fourth Street, where the investigator was waiting to lead the way to the Alvarado School. This was a precaution taken because, from Alvarado School to Rio Grande Road, the way passed, in a very narrow

situation, over a deep irrigation canal. The turns were sharp, and difficulties had been foreseen in attempting to map this area for school bus passage in a successful manner.

Los Poblanos was selected because it is a beautiful, thriving farm, and gives a true picture of agricultural activities for this grade level. It is located at 4927 Rio Grande Boulevard, N. W., in Albuquerque. Parking facilities are good. Animals are representative: the horse, cows, (champion Holsteins), calves, chickens, pigs, and many birds familiar to farm families, such as the crow, robin, dove, and pigeon--to name a few.

The objectives of this trip were to develop understandings about Southwestern typical ranch and dairy farms, to be contrasted with the agricultural patterns followed by the Pueblos. Many children had never seen cattle other than Herefords. They had small acquaintance with other farm animals and with a farm atmosphere such as prevailed at Los Poblanos.

This place has many beautiful old trees and a wide, deep irrigation canal, crossed by several wooden bridges. Silos, corn-cribs, and hay barns are in evidence. A variety of machinery is necessary, since this farm has over 1000 acres under cultivation for purposes of feeding about

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This place has many beautiful old trees and a wide,

deep irrigation canal, crossed by several wooden bridges.

Silos, corn-cribs, and hay barns are in evidence. A

variety of machinery is necessary, since this farm has over

1000 acres under cultivation for purposes of breeding, dairy

1800 head of cattle. Most processes are handled by machinery--such as grinding silage, and filling feed bins. Tractors and combines, as well as gas pumps for fueling machines, were observed.

The manager of Los Poblanos was visited about ten days prior to the date selected for the trip. He gave permission for the children to take the forty-five minute walk through the farm, for them to sit down in an almost empty hay barn on the hay and have their lunch. No guide was necessary for this excursion. The animals are behind fences, and the simple directions given by the manager were sufficient. Cattle, all Holstein, are graded by age; large pens, side by side, accommodate the animals from baby calves to champion cows. The young pigs were in a pen of their own. The chickens were in a yard, various in color and family. The brown horse was in the stable. At the end of the tour, the children were to receive an ice cream bar as a treat from Creamland Dairy.

Oral language patterns preceding the trip reviewed briefly the previous four trips. Teachers were informed of the nature of anticipated activities during the bi-weekly visit before the trip. The time was set for 10:15 A. M.

Preceding the trip, the following audio-visual aids were taken to the classrooms:

Library books:

1. Shapp, Let's Find Out About Animals.
2. Fenton, Animals and Plants.
3. Mason, The Deer Family.

Filmstrips:

Iowa: Its Land and People. six filmstrips in color (University of New Mexico) (excellent photography and color)

Movies: (University of New Mexico film library, black and white, Encyclopedia Britannica)

Poultry on the Farm
Farm Animals

After the trip:

flat pictures: farm scenes, barn, silo, corn-crib, trucks loaded with bales of hay

three railroad maps

three maps of Navaholand

six magazines for children to cut up for pictures

filmstrips (Santo Domingo collection):

Mr. and Mrs. Peet - Dairy Farmers
Janet Visits a Dairy Farm

a classroom demonstration of the overhead projector, using a 9" x 12" photograph of the Kirtland field trip

Teacher-Pupil planning:

1. Why are we going to a farm?
2. Why is Los Poblanos a good place for us to visit?
3. Will this trip help solve some problems for us?

Regarding the trip, the following were taken to the classroom:

Library Books:

1. Sharp, Jean, A Pint and Paper Passport.
2. Fenton, Nicola, Ski Trail.
3. Mason, The Ski Trail.

Filmstrips:

Iceland: Its Land and People. (3 filmstrips in color (Univ. Of Ill. 1963))
(excellent photography and sound)

Norway: A University of New Mexico film series, Black and White, Independent Film Makers

Paintings on the Trip:
Paris Airport

After the trip:

Film pictures: Train scenes, Paris, Alps, Swiss tracks (Good with Italian story)

Three railroad maps

three maps of Switzerland

six magazines for children to cut up for scrapbook

Filmstrips (Simple Portuguese):

Rio and Rio, Part - Daily Activities
Doncel Visita Copacabana

a classroom demonstration of the overhead projector, using a 9" x 12" transparency of the Alps
- Black Lake

Teacher-Pupil Planning:

1. [illegible]
2. [illegible]
3. [illegible]

Evaluation:

Los Poblanos gave a very good picture of farm life for this grade level. The fresh air, the animals, the easy walk, and freedom to examine everything at leisure, made this trip especially desirable for young children. The cows are all Holstein, and they are kept very clean. The children were interested in everything--the feeding troughs, the machine that ground the silage, the farm machinery, and particularly, in this instance, the pig pen. The young pigs were very wild and frisked about to the delight of the children. Many pigeons, crows, and doves flew along the winding roads, and a few squirrels watched the group go by. The weather was sunny and breezy.

Lunch was a novel experience for the majority of the children. They sat down in a large circle on the hay in a barn that was almost empty. They had milk to drink and ice cream bars for a treat. Standards for cleaning up the lunch area were always high. Everyone picked up everything. Lunch sites were always left in enviable condition.

New activities seemed to be stimulated in the classrooms as animal pictures began to appear: black and white cows, with short sentence stories, subject and verb in proper sequence.

Evaluation:

Los Robinsos gave a very good picture of farm life in this grade level. The fresh air, the animals, the long walk, and freedom to examine everything at leisure, made this trip especially desirable for young children. The cows are all Holstein, and they are kept very clean. The children were interested in everything--the feeding crowds, the machine that ground the silage, the farm machinery, and particularly, in this instance, the pig pen. The young pigs were very wild and frisked about to the delight of the children. Many pigeons, crows, and doves flew along the winding roads, and a few squirrels watched the grain go by. Thoroughfare was busy and happy.

Lunch was a novel experience for the majority of the children. They sat down in a large circle on the hay in a barn that was almost empty. They had milk to drink and ice cream bars for a treat. Brooms for cleaning up the lunch area were always high. Everyone picked up everything. Lunch areas were always left in suitable condition.

New activities seemed to be stimulated in the classroom as animal pictures began to appear. Black and white cows, with short sentence stories, subject and verb in proper sequence.

This outing contributed to understandings about community resources, irrigation, differences in types of farms and animals. There was an introduction of primary science related to foods, such as uses for milk, types of milk products, and origins of certain meats.

The arrangements for this trip were satisfactory. The outing accomplished its purpose. The emotional response of the group was significant in terms of relaxation, enjoyment, and increasing confidence. This excursion could be repeated with a shift of emphasis and extended understandings for a different grade level, i.e., health, sanitation, and how man uses machines in making a living. The outing was judged successful in all anticipated respects.

A letter of thanks was written by this investigator to the manager of the Los Poblanos farm, detailing the pleasure of the children during the trip and acknowledging the treat they received.

Trip to the Circus at Tingley Coliseum in Albuquerque

The principal gave his permission for a trip to the Shrine Circus on April 26, 1963. Bus transportation had to be organized with care, since the afternoon matinee began at 4:15. Buses used, ordinarily, for transportation of students to their homes, would be en route to Albuquerque. Two second grades requested permission to go along at this time, since there was room in the buses.

First-grade teachers were asked to collect money for one bottled drink from each student, and a friend offered to make clown cookies for a treat at intermission. More than twenty adults volunteered for this trip. The Shrine had donated all the tickets for the first and second-graders, and adults were able to buy tickets before the show for $1.00 each. Some concern was felt for pupil safety in the anticipated crowded situation, but standards for safety were set in the oral practice patterns used in the classrooms before the trip.

The buses were routed down Highway 85-422 to the San Mateo turn-off, south to Lomas Boulevard, east on Lomas Boulevard to San Pedro, and south on San Pedro. Tingley Coliseum is located in the New Mexico State Fair Grounds, and the best entrance was felt to be from San Pedro on the

Trip to the circus at Sierra Coliseum in Alvarado

The principal gave his permission for a trip to the Burke Circus on April 26, 1963. Bus transportation had to be organized with care, since the afternoon matinee began at 4:15. Buses used, ordinarily, for transportation of students to their homes, would be en route to afternoon runs. Two second grades requested permission to go along on this trip, since there was room in the buses.

First-grade teachers were asked to collect money for one bottled drink from each student, and a friend offered to make clown costumes for a treat at intermission. More than twenty adults volunteered for this trip. The friend had donated all the tickets for the first and second-grade and adults were able to buy tickets between the show for $1.00 each. Some concern was felt for pupil safety in the anticipated crowded situation, but arrangements for safety were set in the usual practice patterns used in the classrooms before the trip.

The buses were routed from Highway 85-92 to the Main turn-off, south to Lomas Boulevard, west on Lomas Boulevard to San Pedro, and south on San Pedro. Sierra Coliseum is located in the Las Mesas State Fair Grounds, and the bus entrance was felt to be from San Pedro on the

west side of the grounds. Parking facilities were very good. Children were to be met at the buses by members of the Shrine who would conduct them to their seats. One whole side of the long, oval arena had been reserved for the group--box seats.

The objectives of this trip were to enjoy the exciting experience, to see how circus people make a living, to observe animals from around the world, and to participate with a large crowd in the pleasure of the activity. The experience was new for the majority of the group.

A review of the anticipated activities was discussed with the teachers during the bi-weekly visit prior to the trip. It was suggested that the following items particularly be called to the children's attention:

tigers	clowns
lions	circus music
trapeze artists	circus horses
elephants	

The children were not to leave their seats until the intermission, for reasons of safety and the possibility of their getting lost or separated from the group.

Children would be able to use the bathroom facilities before the buses left to Santo Domingo immediately following the performance.

Visual aids accompanied oral patterns for classroom review.

west side of the room. Parking facilities were very good. Children were to be met at the buses by members of the Unions who would conduct them to their seats. One whole side of the long, oval arena had been reserved for the group--100 seats.

The objectives of this trip were to enjoy the musical experience, to see how circus people take a living, to observe animals from around the world, and to participate with a large crowd in the pleasure of the activity. The experience was new for the majority of the group.

A review of the anticipated activities was discussed with the teachers during the bi-weekly visit prior to the trip. It was suggested that the following items particularly be called to the children's attention:

tigers	clowns
llama	circus music
trapeze artists	circus horses
elephants	

The children were not to leave their seats until the intermission, for reasons of safety and the possibility of their getting lost or separated from the group.

Children would be able to use the bathroom facilities before the buses left to Santa Monica immediately following the performance.

Visual aids accompanied oral patterns for classroom review.

Preceding the trip:

three large, colored, construction paper clowns (legs, arms and head moved)

flat pictures: wild animals, circus acts, the Big Top, and a circus train en route

construction paper balloons, of different colors

filmstrips (Santo Domingo collection):

The Circus Gets Ready
The Big Show at the Circus

After the trip:

Library books:

1. Dhotre, Wild Animal Man.
2. Frost, Jungle Animals.
3. Buck, Jungle Animals.
4. Moses, Here Comes the Circus.
5. Lemmon, Junior Science Book of Big Cats.
6. Thaler, The Clown's Smile.

Filmstrips:

Curriculum Films, Inc. (University of New Mexico film library), Animals and Seasons (seasonal habits, body changes, adjustment to summer, hibernation, land and water migration)

Movies: (University of New Mexico collection)

The Bear and Its Relatives
Southwestern States (geography)

Teacher-Pupil planning:

1. Why do people like to go to the circus?
2. Where do the animals come from?
   Where do circus people come from?
3. How could we relate their problems to ours?

Preparing the trip:

Dress large, colorful, comfortable (wear clothes (legs, arms and head depend)

Pick pictures: wild animals, circus acts, the May Day, and a circus train on road

construction paper backdrop, of different colors

Elementary (Santo Domingo collection):

The Circus Goes Ready
The Big Show as the Circus

After the trip:

Library books:

1. Shotwell, Wild Animal Man.
2. Floyd, Jungle Animals.
3. Buck, Jungle Animals.
4. Moore, Here Comes the Circus.
5. Lemon, Junior Science Book of Big Cats.
6. Shelby, The Circus's Walk.

Filmstrips:

Curriculum Films, Inc. (Courtesy of New Mexico Film Library), Animals and Seasons (seasonal habits, body changes, adjustments to summer, hibernation, land and water migration)

Movies (University of New Mexico collection)

The Bear and Its Relatives
Southwestern Birds (Roadrunner)

Teacher-pupil planning:

1. Why do people like to go to the circus?
2. Where do the animals come from?
   Where do circus people come from?
3. How could we relate their problems to ours?

The circus was a small one, but at least two or three rings were in use constantly. The animal acts were typical and very good, and the aerial artists were breath-taking. The children enjoyed the clowns very much. The total experience was novel, and everyone watched different phases of the afternoon with absorption. The only management problem consisted of children from the second grades who had not been instructed to remain seated until the intermission. The first graders wished to go with their older friends to make purchases of candy, pop, and popcorn on the floor below. Finally, adults accompanied the little groups and helped in making selections and in making change. The children were orderly at all times. When the performance was over, they left the box seats, lined up in pairs, and returned to the buses.

Many circus animal drawings appeared in the classrooms. One teacher made a merry-go-round of construction paper. Children's art work was very good. Many charts were utilized. Oral language continued to improve structurally.

Families in the community must have enjoyed the re-telling of the day's experiences.

The circus was a small one, but we learn two or three things were in use constantly. The animal acts were typical and very good, and the aerial artists were in their element. The children enjoyed the clowns very much. The circus experience was novel, and everyone enjoyed different phases of the afternoon with absorption. The only management problem consisted of children too, the second year who had not been introduced to Kenton spoke with the intermediate. The first graders wished to go with their older friends to make purchases at camp, too, and sprinkle on the floor below. Finally, adults accompanied the little groups and helped in making selections and in making change. The children were orderly at all times. When the performance was over, they left the box seats, lined up in pairs, and returned to the dance.

Many circus animal drawings appeared in the classrooms. One teacher made a merry-go-round of construction paper. Children's art work was very good. Many charts were utilized. Oral language continued to improve slowly.

Families in the community were well informed, as the re-telling of the day's adventures.

Evaluation:

The performance was too long for children in first grade. The seats were very good for the children, but adults were split up and could not confer when it would have been advantageous to do so. The extremely large number of children gave concern in terms of anyone becoming separated from the group.

The trip provided vocabulary understandings that would be helpful in relation to readers relating to the circus unit. The circus is an experience that must be direct. It can hardly be related in a classroom situation.

The excursion was worthwhile in terms of giving the children a novel social experience and much pleasure.

The Shrine requested that the children write letters of thanks to the list of donors who made the free circus tickets possible. This investigator gave the necessary information to the three teachers at Santo Domingo.

Evaluation:

The performance was too long for children in first grade. The music was very good for the children, but adults were again up and could not dance when it would have been advantageous to do so. The extremely large number of children gave concern a time of anyone leaving separated from the group.

The trip provided vocabulary enrichment that would be helpful in relation to readers relating to the circus unit. The circus is an experience that must be direct. It can hardly be related in a classroom situation.

The excursion was worthwhile in terms of giving the children a novel social experience and much pleasure.

The Bronx requested that the children write letters of thanks to the list of donors who made the free circus tickets possible. This investigator gave the necessary information to the three teachers of Bronx Groups.

Trip to the Zoo in Albuquerque on May 15, 1963

The principal gave permission for the last trip of the school year to the Zoo in Albuquerque. The children were to have a picnic lunch in the adjoining park area after touring the zoo. It was decided to ask the group to bring money for a drink from the refreshment stand in the park. Ten adults would accompany the children, including the core group of teachers and bus drivers. A route was made up for the buses, and the rest of the volunteers arranged to meet at the entrance to the zoo. The time was set for 10:00 A. M. Parking facilities for the school buses would be very good.

The zoo is located on Tenth Street, at the Rio Grande Park, in Albuquerque southwest. The grounds are very pretty, with many large shade trees and attractive shrubs to beautify the park. The picnic spot is grassy and shady. Children may either sit on the ground or at wooden tables. The area is fenced and is a wonderful place for families to enjoy the day.

The objectives of this trip were to familiarize children with the zoo animals, where they come from in the world, and how they came to Albuquerque. The grounds are very well-kept, the cages are clean, and the animals are all

active and look healthy and comfortable. The weather was cool and threatened a light rain.

A list of substitute places to visit was made up quickly in case it rained too hard to go on with the planned tour. Eighty children present a problem in terms of arriving any place without having given previous notice. However, there were several indoor visits that were possible under the circumstances. These are listed below in order to provide a reference if a parallel situation should arise for a similar group:

the library
a large department store
a landscaping and nursery business
the railroad station
a furniture store
airport terminal
a children's shop
a shopping center

Standards for safety, as well as for proper behavior toward the animals, were set up in the oral patterns for each classroom.

During discussions with the teachers in regard to the learning situation at the zoo, it was suggested that the work with city, state, and world maps had been very helpful. Children were to observe differences, likenesses, and outstanding contrasts in contour and behavior of the animals. Questions and answers about where best-remembered animals

came from, could be carried on with the help of a world map and the primary globe before the trip. Animals native to the United States and the Southwest ought to be identified.

The buses were to leave for Santo Domingo at 1:30, after games and the picnic in the park.

Audio-visual aids accompanied language practice patterns.

Preceding the trip:

flat pictures: bears, sea lions, a hippopotamus and her baby, elephants, lions, and leopards

Viewmaster with reels:

Zoo Park I and II
Marineland

three world maps: "Where do certain animals come from" demonstration

demonstration in the classroom to review land and water masses on the primary globe

Movie: Wild Life of the World II (University of New Mexico)

After the trip:

Viewmaster reels:

Wild Animals of Africa II
Alpine Wild Flowers Western U. S. A.

Library books:

1. Disney, Vanishing Prairies.
2. Stewart, Mogul Finds a Friend.
3. Bridges, Golden Book of Zoo Animals.
4. Villarejo, Fuzzy the Tiger.

come from, could be searched as with the help of a world map and the primary globe before the trip. Animals native to the United States and the southwest could be identified.

The lessons were to leave for Santa Fe Zoo at 1:30, after dance and the picnic in the park.

Audio-visual aids accompanied language practice patterns.

Preceding the trip:

film pictures: Pepe, sea lions, a hippopotamus and her baby, alligators, lions, and leopards

viewmaster with reels:

Zoo Park I and II
Marineland

three world maps: "Where do certain animals come from" demonstration

demonstration in the classroom to review land and water masses on the primary globe

movie: Wild Life of the World II (University of New Mexico)

After the trip:

viewmaster reels:

Wild Animals of Africa II
Alpine Wild Flowers Western U. S. A.

Library books:

1. Disney, Vanishing Prairies.
2. Brown, Royal Flush Kingdom.
3. Bridges, Golden Book of Zoo Animals.
4. Villarejo, Pancho the Tiger.

Movies: (University of New Mexico film library)

Mammals of the Rocky Mountains
The Deer and Its Relatives

Evaluation:

The children enjoyed the tour immensely. They saw a good picture of the variety of wildlife of the world. A color movie was made by this investigator of parts of their visit. There were baby animals in some of the pens: a bobcat's kittens, a camel, some young rabbits. The seals, the monkeys, and the alligators were the most popular exhibits. One of the monkeys was an excellent mimic, to the children's amazement. The young elephant was a subject of much oral language, as the children asked questions about how she came to Albuquerque. It seemed to one youngster that (apparently judging from her size), she must have walked from Africa. Children were encouraged to look at the labels above the cages and ask where animals originated. The morning hours went by very quickly.

It was hoped that the children would encourage their families, if they had not visited the zoo, to come sometime, bring a lunch, and enjoy the day in the park. This was not a new experience for some of the group, but possibly two-thirds of the children present said they had not visited the zoo previously.

Evaluation:

The children enjoyed the zoo immensely. They saw good pictures of the variety of animals at the zoo. A color movie was made by this investigator of parts of the visit. There were baby animals in zoos of a bear, bobcat's kittens, a dowel, some young rabbits, the monkeys, and the giraffes were there to pose for exhibits. One of the monkeys was particularly, of the children's amusement. The young giraffe was a delight of much oral language, as the children asked questions about how she came to Alhuquerque. It proved to be a pleasant day that (apparently judging from her size), she must have walked from Africa. Children were encouraged to look on the labels above the cages and ask where animals originally came. The morning hours went by very quickly.

It was hoped that the children would enjoy a picnic lunch, if they had not visited the zoo, to come prepared, bring a lunch, and enjoy the day in the park. This was not a new experience for some of the group, and probably some drinks of the children present had not visited the zoo previously.

Audio-visual aids for this project are plentiful. The available movies are beautiful, and library books have good, large pictures. Bathroom facilities are satisfactory at the zoo. The children enjoyed their usual excellent school lunch. They maintained good standards, and the clean-up of the eating area was satisfactory in every respect. This trip was successful in relating animals to areas in the world through map study. With more time, the next step would have been to introduce features of the countries, in which some of the children were very much interested.

Television series have acquainted some youngsters with African jungles. Their familiarity with useful vocabulary would be investigated by means of a picture test at a later date.

Audio-visual aids for this project are plentiful. The available movies are beyond [illegible], and library books have good, large pictures. Bathroom facilities are satisfactory at two zoos. The children enjoyed their usual mealtime school lunch. They maintained good attitudes, and the clean-up of the eating area was satisfactory in every respect. This trip was successful in relating animals to areas in the world through map study. With more time, the next step would have been to introduce features of the countries, in which some of the children were very much interested.

Television series have acquainted some youngsters with African jungles. Their familiarity with useful vocabulary would be investigated by means of a picture test at a later date.

Directions for Picture Test of Useful Vocabulary

FORM I

1. A lion may live at the zoo. Do you see a lion? Underline the lion.

2. A Holstein is a milk cow. Draw a line under the Holstein.

3. Do you see a desk? Draw a line under the desk.

4. I see the word North. Draw a line under North.

5. A reindeer is not a farm animal. Underline the reindeer.

6. Wind makes a pinwheel go around. Draw a line under the pinwheel.

7. There's a chicken in this row. Draw a line under the chicken.

8. A tall building needs an elevator. Draw a line under the elevator.

9. Many people work in a factory. Which building is the factory?

10. We use a map when we take a trip. Underline the map.

11. A tiger is not a farm animal. Draw a line under the tiger.

12. A pilot talks into a microphone. Draw a line under the microphone.

13. I see a large house. Underline the large house.

14. A tank truck carries fuel for airplanes. Underline the tank truck.

15. Do you see the clown? Draw a line under the clown.

16. One picture shows a part of a clothing store. Draw a line under the picture that shows part of a clothing store.

17. A tractor is a farm machine. Draw a line under the picture that shows <u>only</u> a tractor.

18. I see Santa Claus. Draw a line under Santa Claus.

19. A camel may live at the zoo. Underline the camel.

20. I see the tracks. Draw a line under something on the tracks.

21. One boat has an engine. Draw a line under the boat that has an engine.

22. This tells how much something costs. Draw a line under it.

23. I see a squirrel. Underline the squirrel.

24. A bus carries people. Draw a line under the bus.

17. A tractor is a farm machine. Draw a line under the picture that shows only a tractor.

18. I see farm claws. Draw a line under farm claws.

19. A camel may live on the rock. Underline the camel.

20. I see the cracks. Draw a line under something in the cracks.

21. One boat has an engine. Draw a line under the boat that has an engine.

22. This toilet has much something costs. Draw a line under it.

23. I see a squirrel. Underline the squirrel.

24. A bug carries people. Draw a line under the bug.

APPENDIX C

A Picture Test of Useful Vocabulary For Children Learning Oral English as a Second Language
(Based on a planned series of field trips in first grade)

Prepared by
Ramona Rohn, Graduate Student
University of New Mexico

Drawings by
Ramona Rohn, William Rohn,
James Parmelee

FORM I

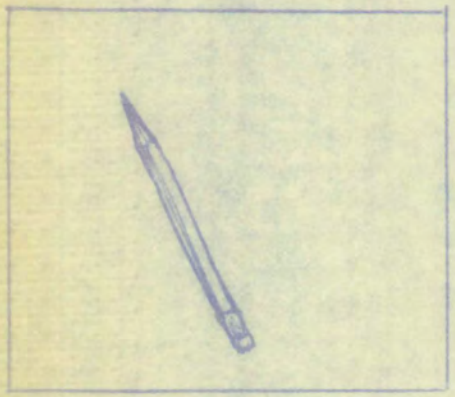
Directions: This is a test to find out if you know the right meanings of certain pictures in each row. Look at each row of pictures. When I ask you to underline one of them, see if you can find the right one.

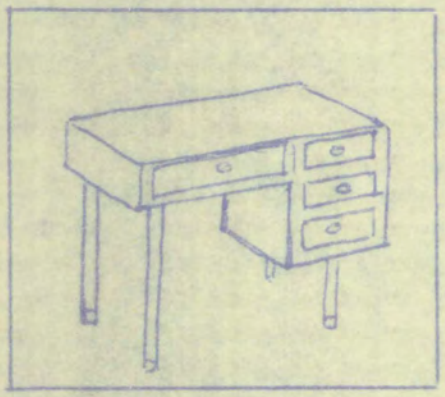
NAME_____ AGE____ SEX____ GRADE___ DATE_____

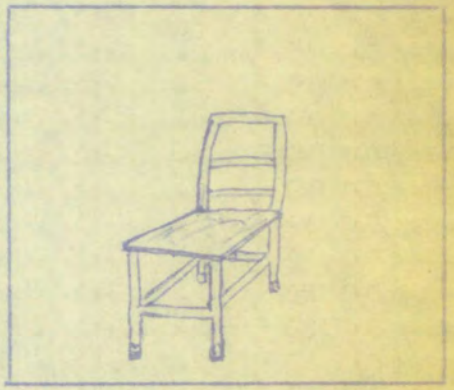
SCHOOL_____ TEACHER_____ SCORE_____

Sample:

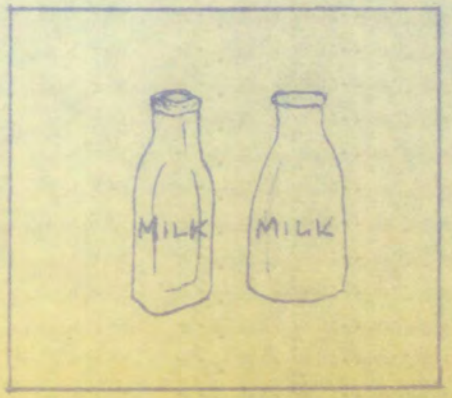
A

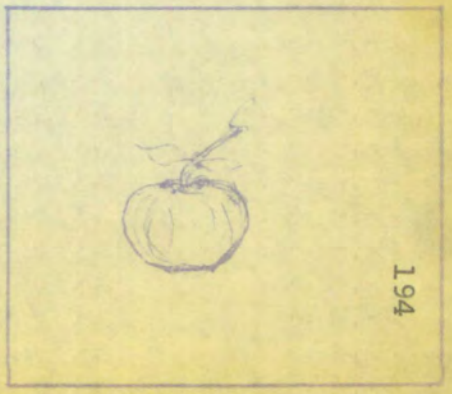


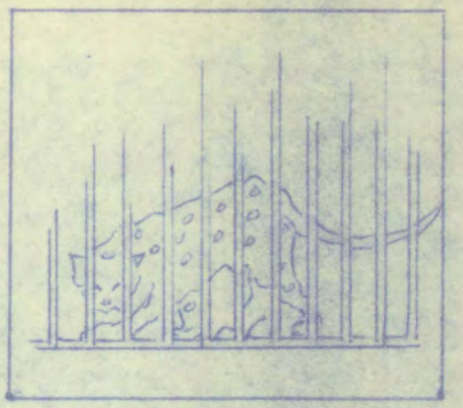




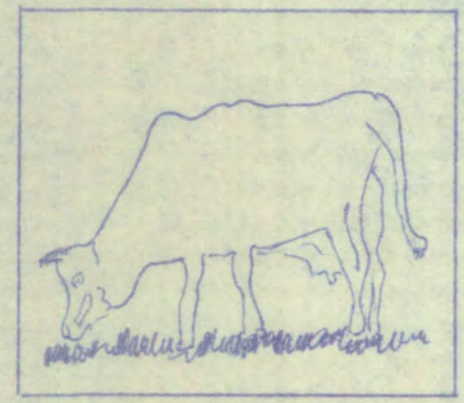
B

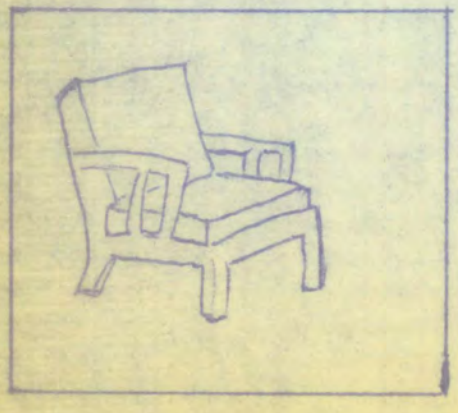
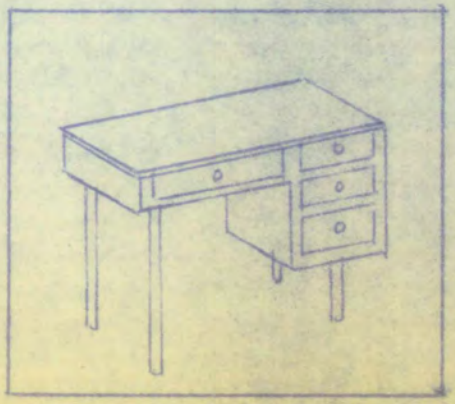
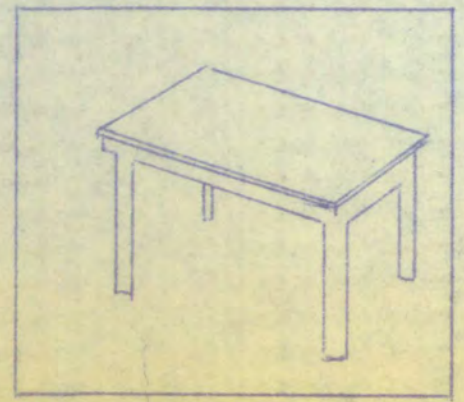







4

East

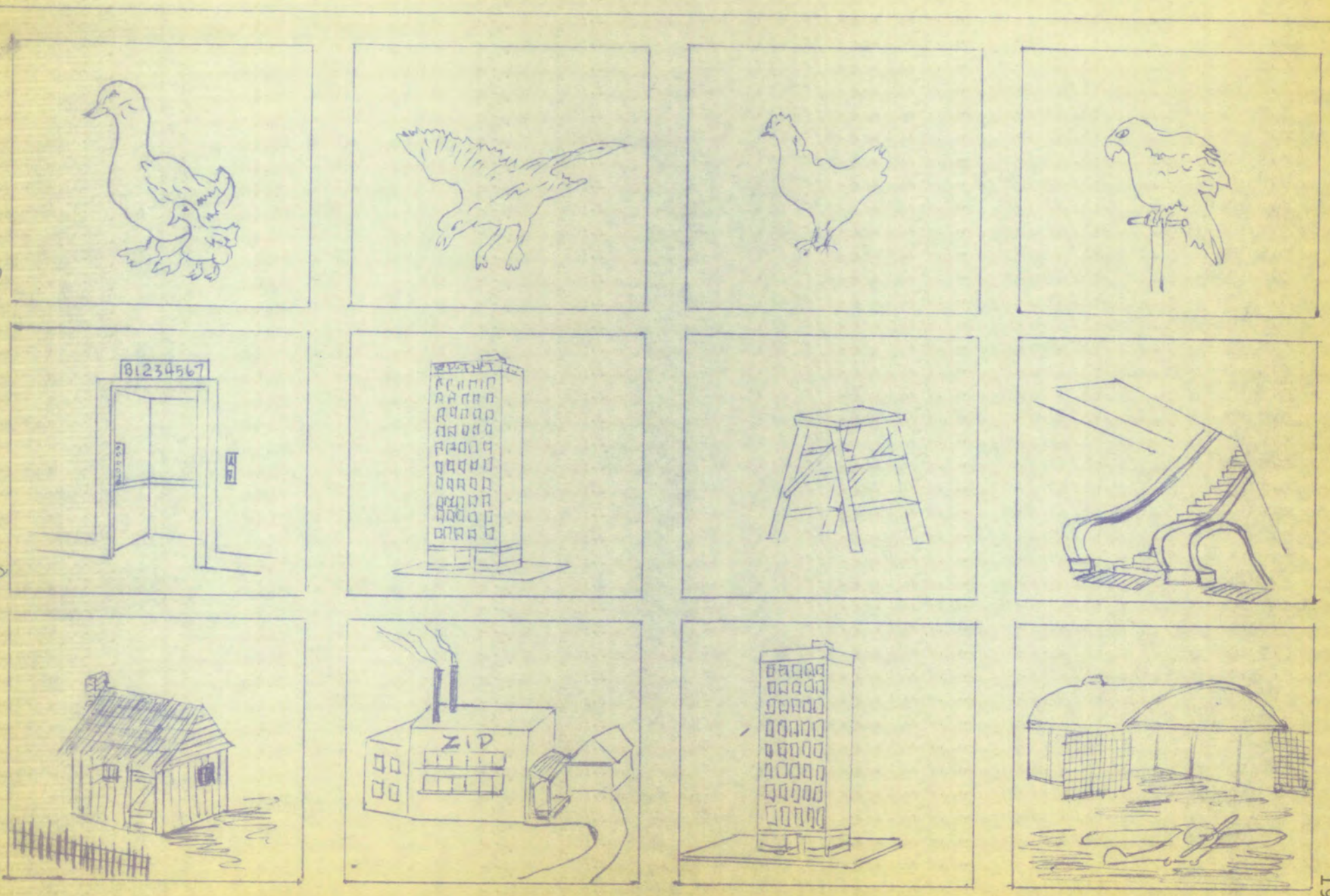
North

South

West

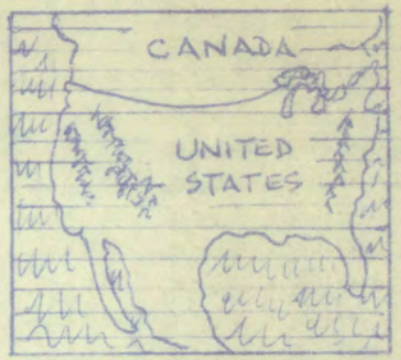
5

6

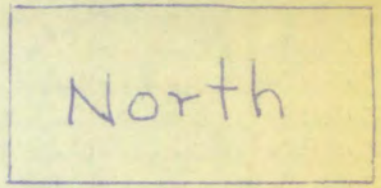

7
8
81234567
9
ZIP

10


SUNDAY
MONDAY
TUESDAY
WEDNESDAY
THURSDAY
FRIDAY
SATURDAY


CANADA
UNITED
STATES


11 12 1
10 2
9 3
8 4
7 6 5


North

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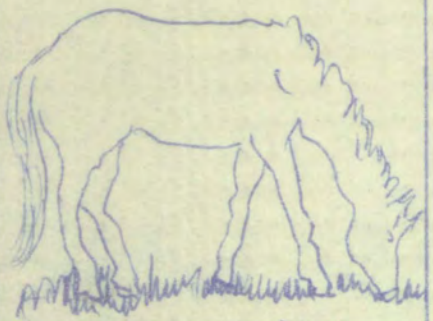

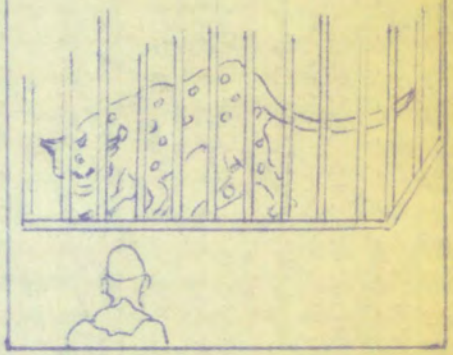

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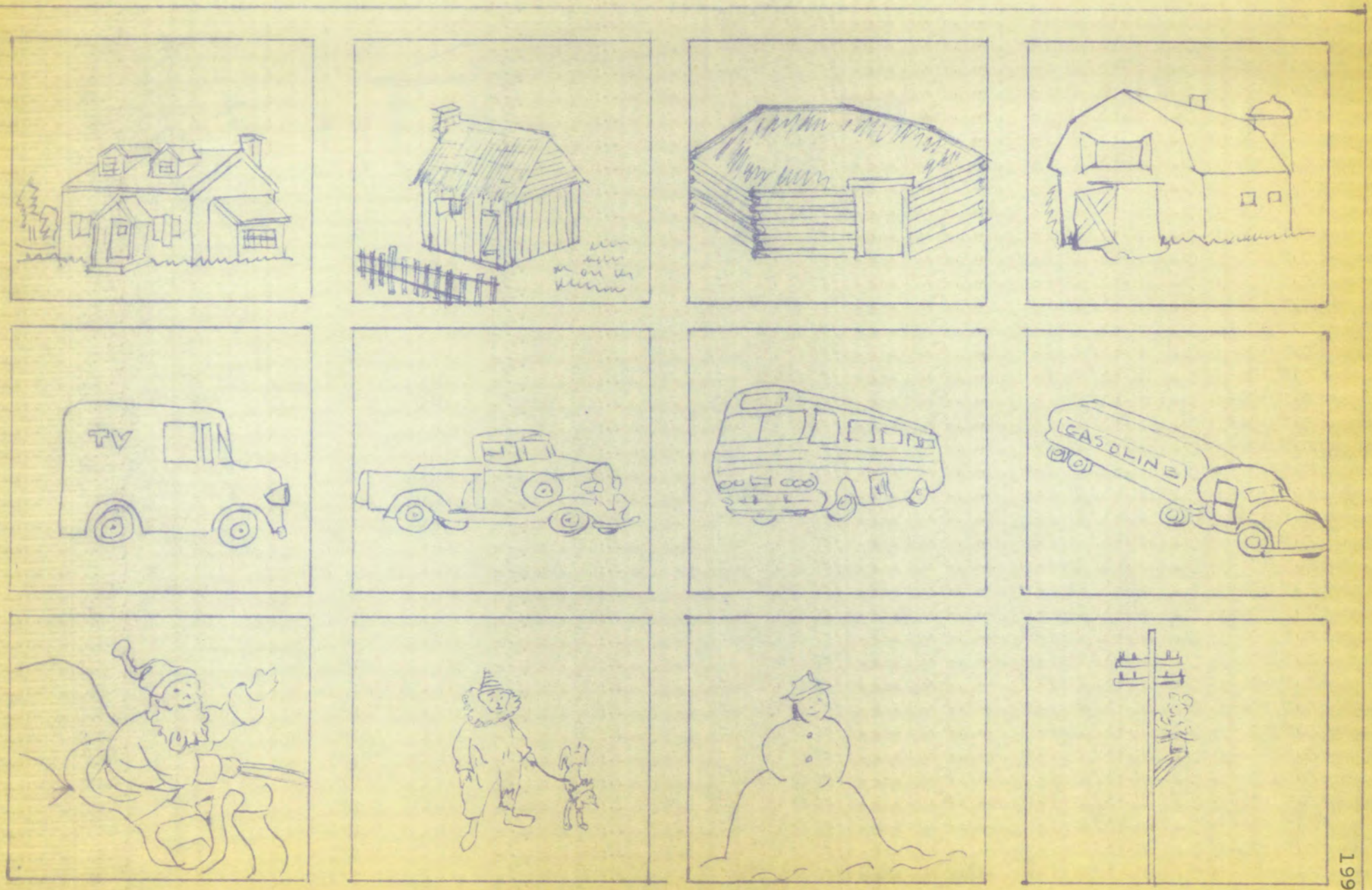
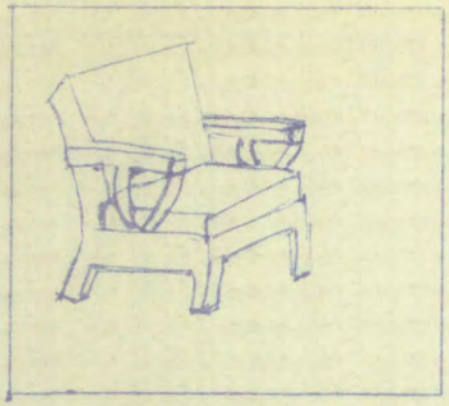
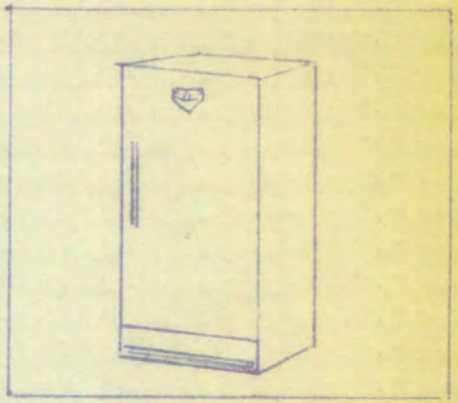
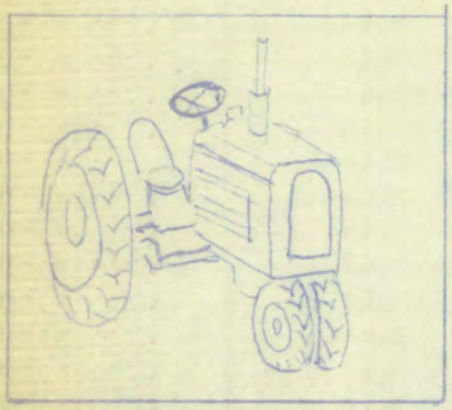
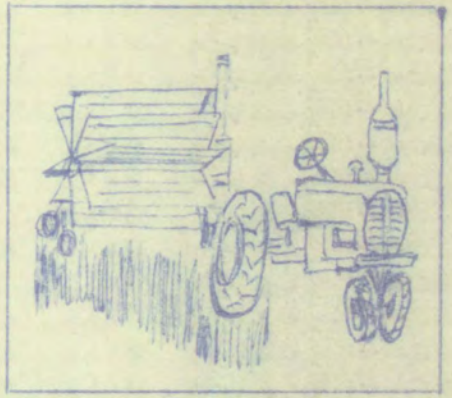

TV
GASOLINE

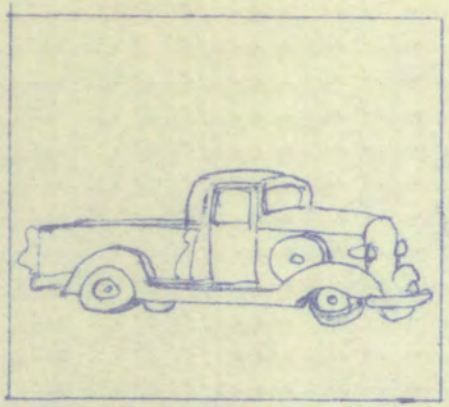

GROCERIES

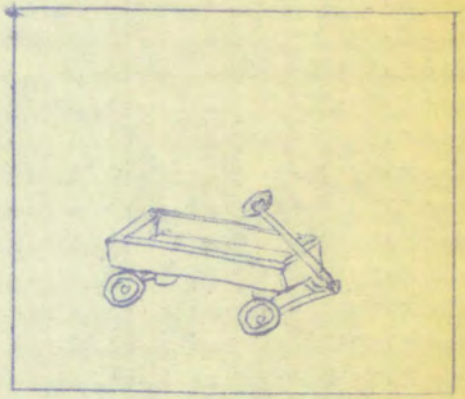


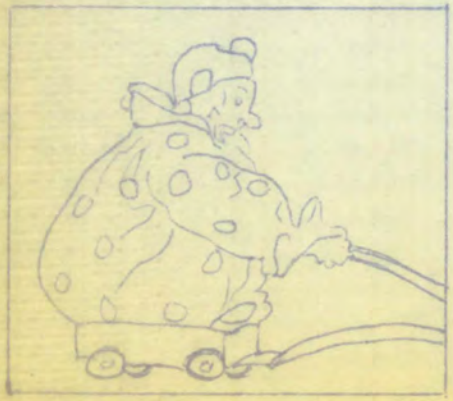


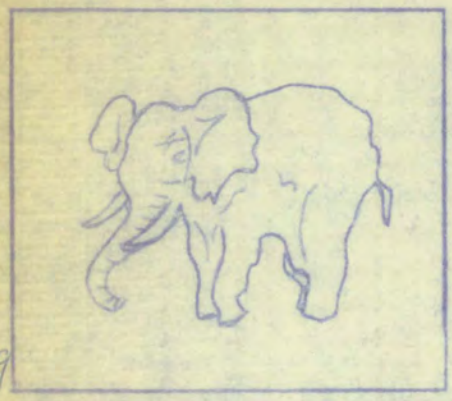














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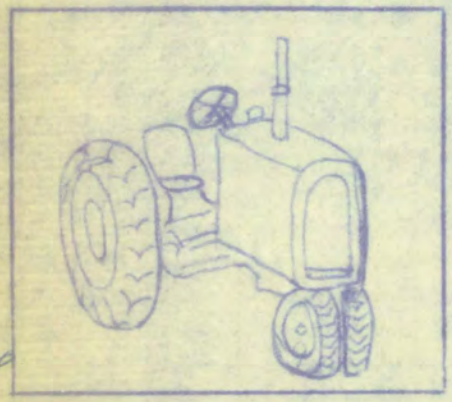
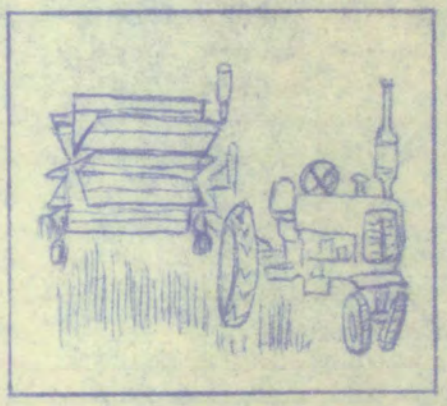
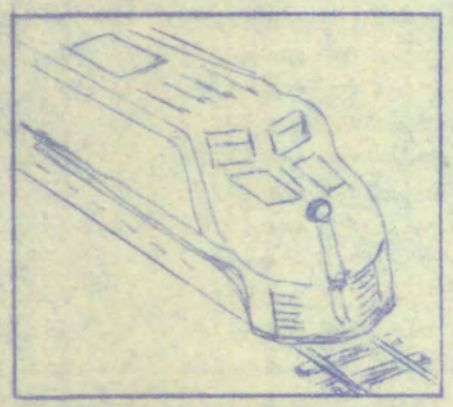

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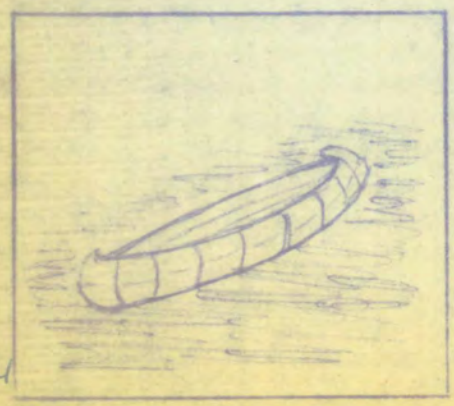

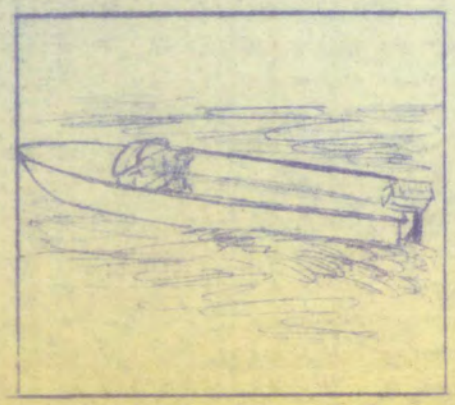
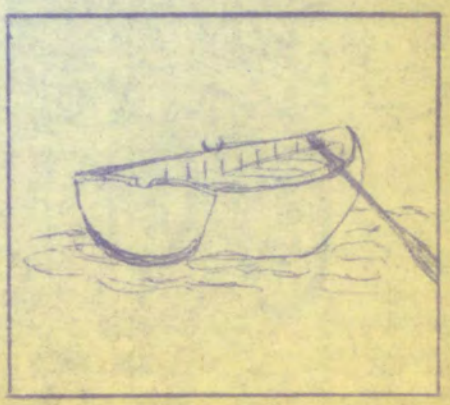
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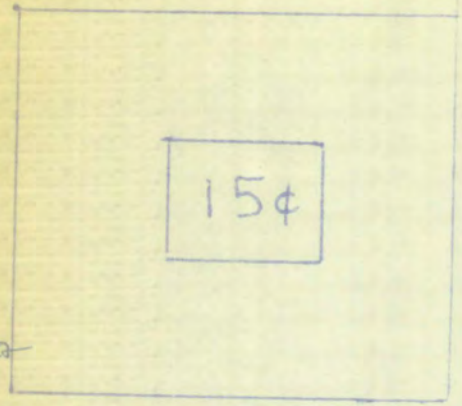

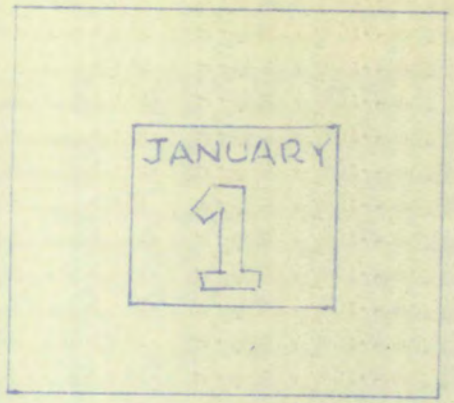

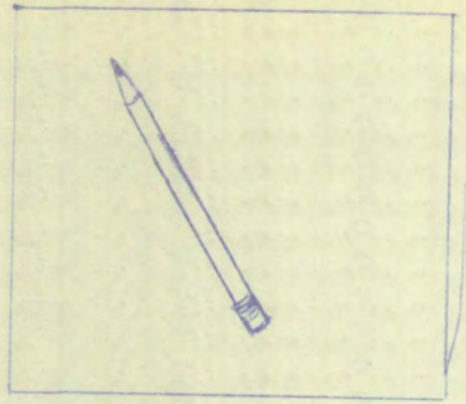

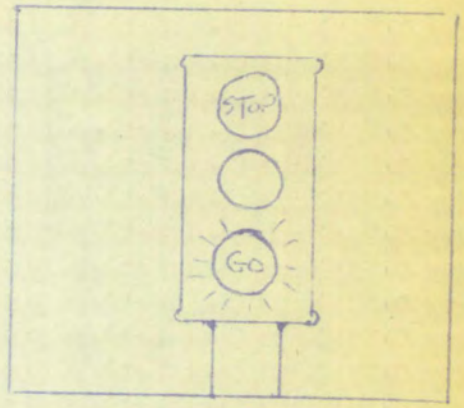

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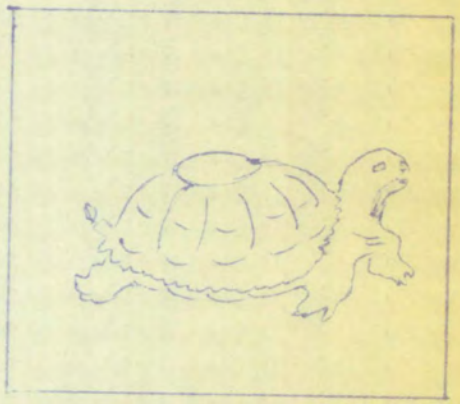

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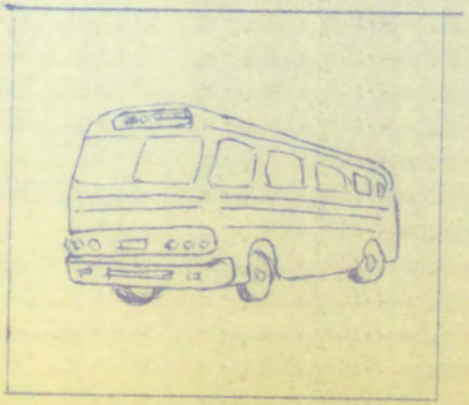
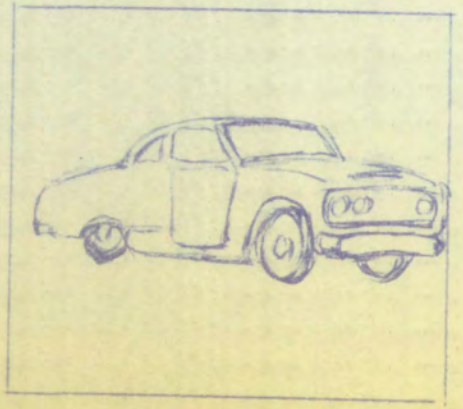
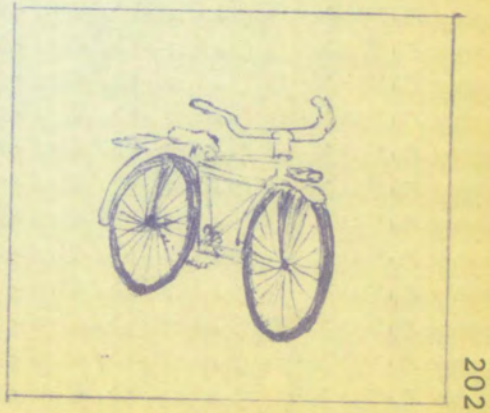






Directions for Picture Test of Useful Vocabulary

FORM II

1. Where's the pig? Underline the pig.

2. We took trips on Wednesday. Draw a line under Wednesday.

3. The department store has an escalator. Underline the escalator.

4. A zebra may live at the zoo. Draw a line under the zebra.

5. I see a tall building. Underline the tall building.

6. A circus horse can do tricks. Draw a line under the circus horse.

7. We need toy money to play store. Draw a line under the toy money.

8. I see a parachute. Underline the parachute.

9. This came from the bottling plant. Draw a line under it.

10. Do you see a telephone? Draw a line under it.

11. We can write our names. Draw a line under the one we can use to write our names.

12. Do you see the helicopter? Draw a line under it.

13. Engines run on gasoline. Draw a line under the gas pumps where the gas is stored.

14. There is some machinery for a farm. Draw a line under the farm machinery.

15. Do you see the toy? Underline it.

16. Hay is kept in one of these. Draw a line under the place where hay is kept.

Questions for [illegible] at [illegible]

[illegible]

1. Where's the pig? [illegible] the pig.

2. We took ship on Wednesday. [illegible] a long voyage [illegible].

3. The [illegible] over a [illegible] sea of [illegible]. [illegible] [illegible] [illegible].

4. A [illegible] pig lived in [illegible]. [illegible] a [illegible] in [illegible] [illegible].

5. I [illegible] a [illegible] [illegible]. [illegible] [illegible] [illegible].

6. A [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible].

7. We need [illegible] [illegible] to play [illegible]. [illegible] a long [illegible] [illegible] [illegible].

8. I see a [illegible]. [illegible] [illegible] [illegible].

9. This [illegible] [illegible] [illegible] [illegible]. [illegible] a long [illegible] [illegible].

10. Do you see a [illegible]? [illegible] a long [illegible] [illegible].

11. We can write [illegible]. [illegible] a [illegible] [illegible] [illegible] [illegible] we can use to write [illegible] [illegible].

12. Do you see the [illegible] [illegible] a [illegible] [illegible].

13. [illegible] [illegible] [illegible] [illegible] a [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible].

14. There is some [illegible] [illegible] a [illegible]. [illegible] [illegible] [illegible] [illegible] [illegible].

15. Do you see the [illegible]? [illegible] [illegible]

16. [illegible] is [illegible] [illegible] [illegible] [illegible]. [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible].

17. That's a switchboard. Underline the switchboard.

18. Where's the sailboat? Draw a line under the sailboat.

19. A bear may work in the circus. Underline the bear.

20. A farmer may have a silo. Underline the silo.

21. That's a plane. Draw a line under the plane.

22. Which one does not belong in the house? Underline it.

23. Mother likes jewelry. Draw a line under the jewelry.

24. I see the days of the week. Draw a line under the days of the week.

A Picture Test of Useful Vocabulary For Children Learning Oral English as a Second Language
(Based on a planned series of field trips in first grade)

FORM II

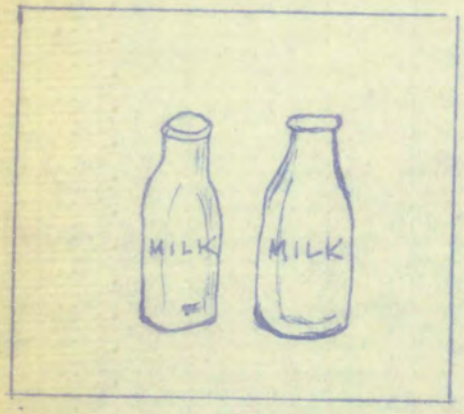
NAME _____ AGE _____ SEX _____ GRADE ___ DATE _____

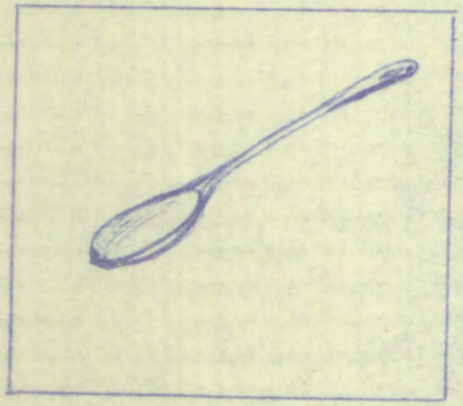
SCHOOL _____ TEACHER _____ SCORE _____

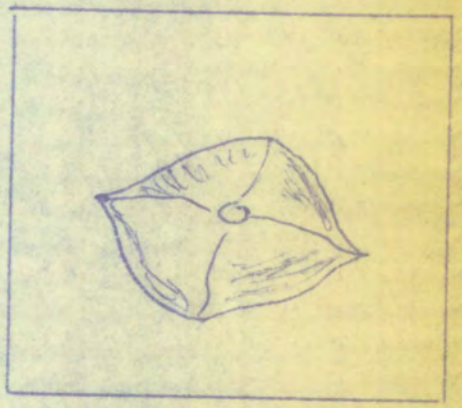
Directions: This is another test to find out if you know the right meanings of certain pictures in each row. Look at each row of pictures. When I ask you to underline one of them, see if you can find the right one.

Sample:

A







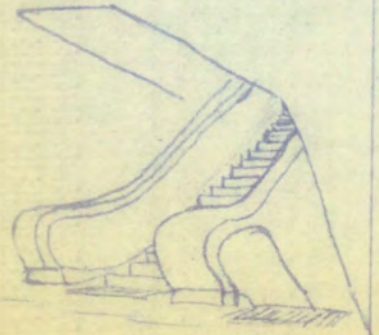
B

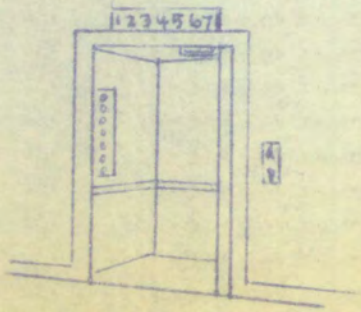
Wednesday

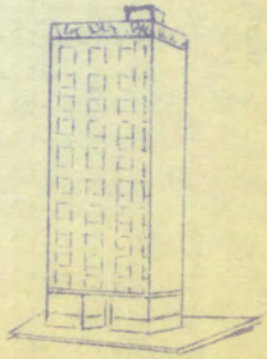
Monday

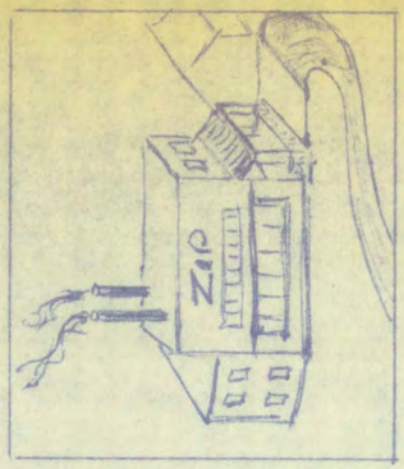
Thursday

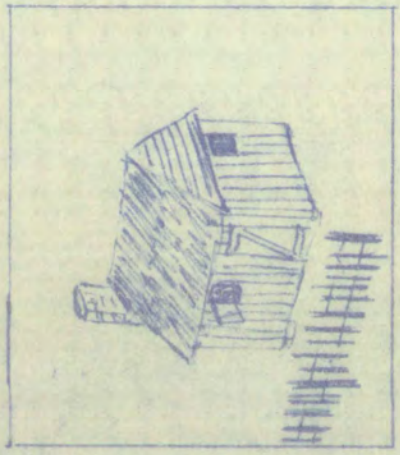
Tuesday

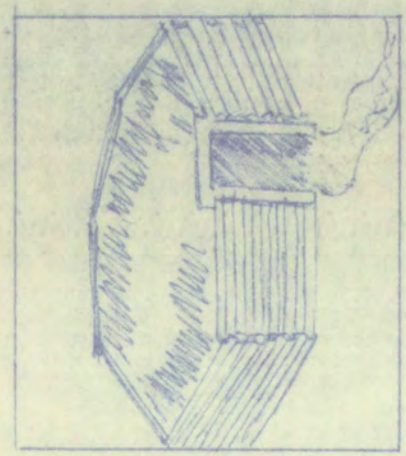


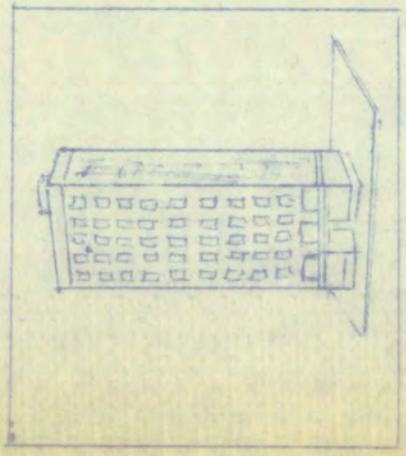


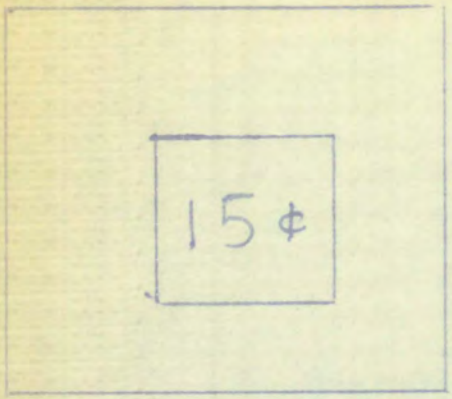








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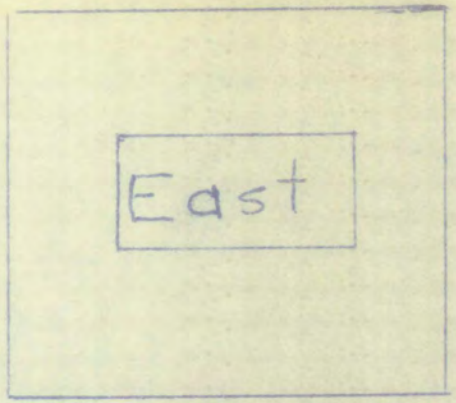
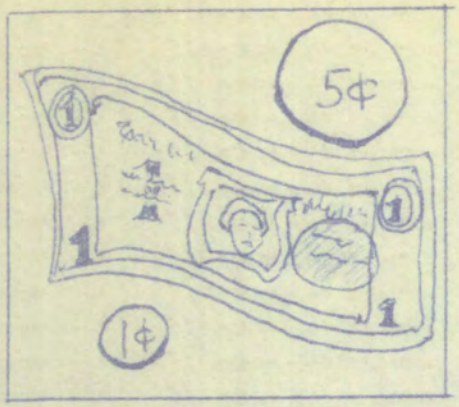
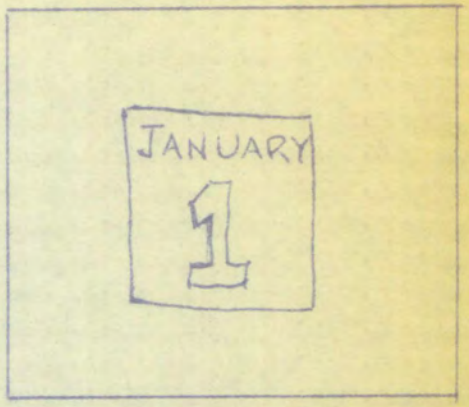
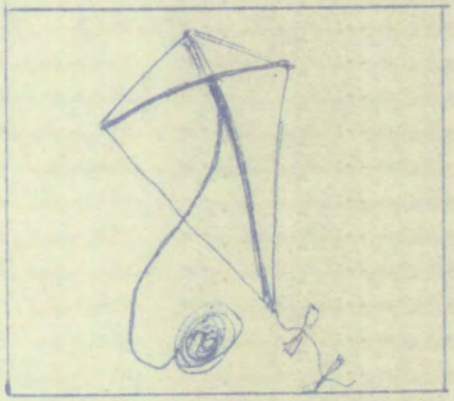
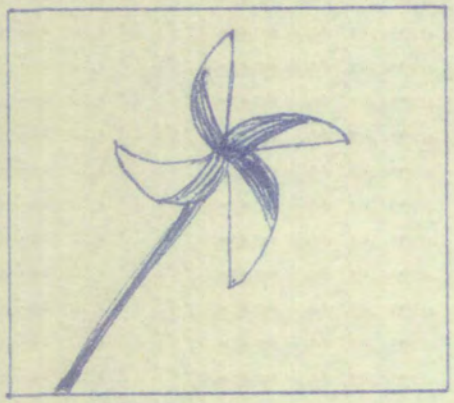
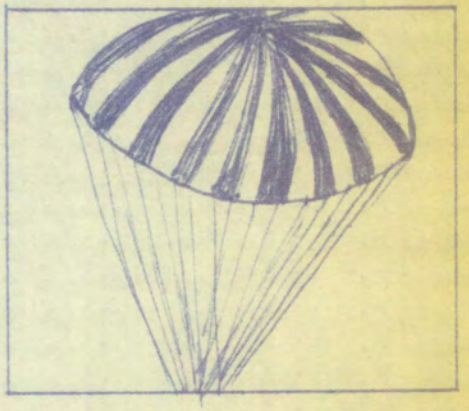

East

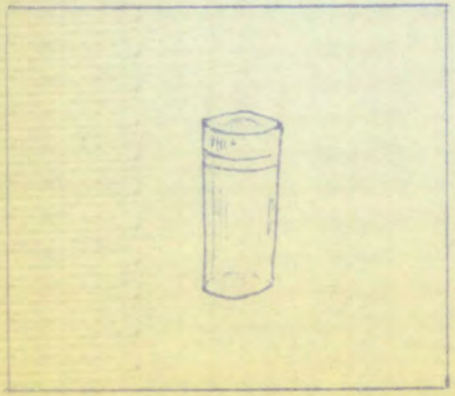

5¢
1¢


JANUARY
1

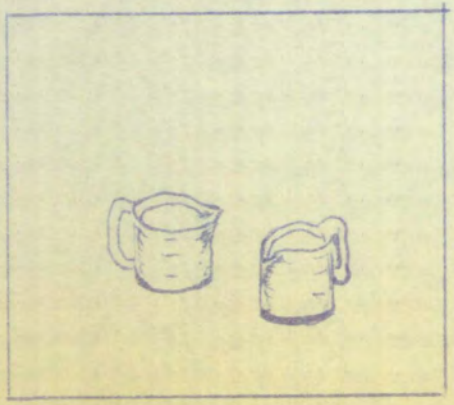


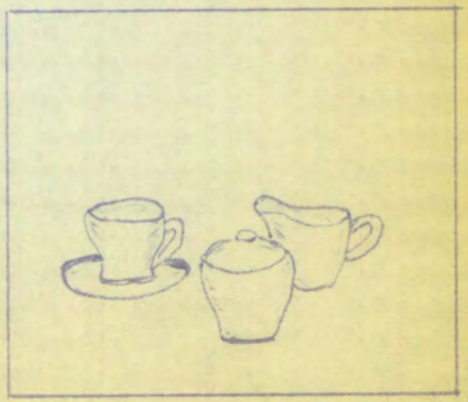


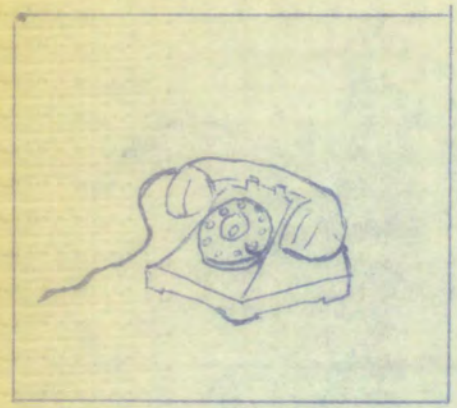
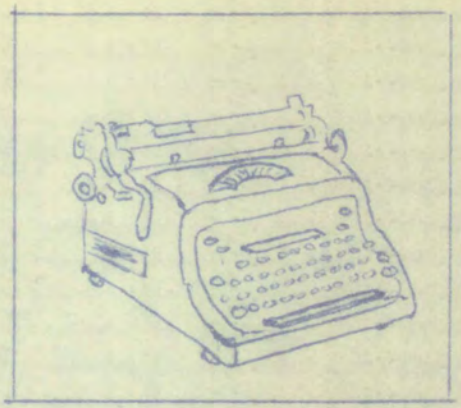
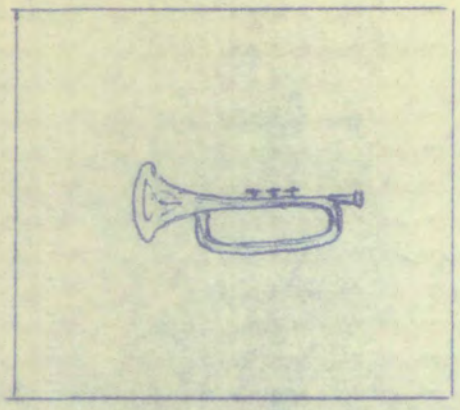


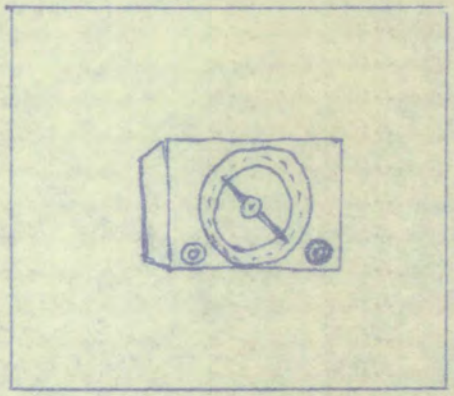
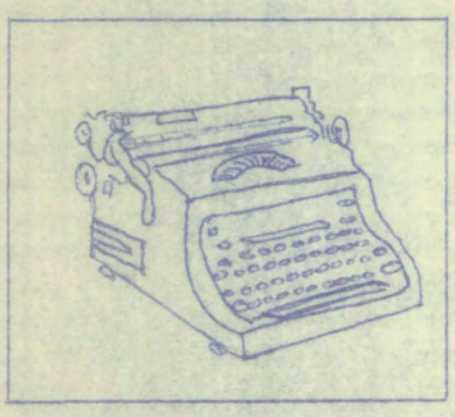
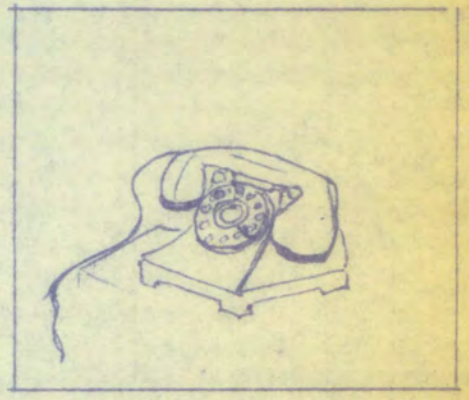
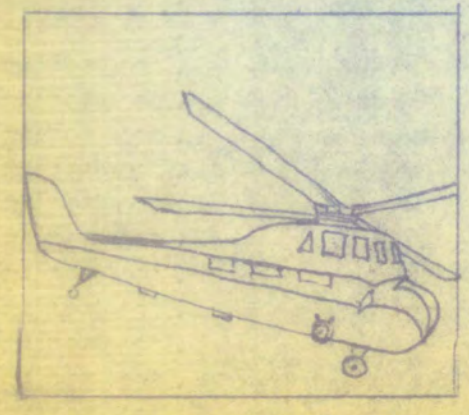
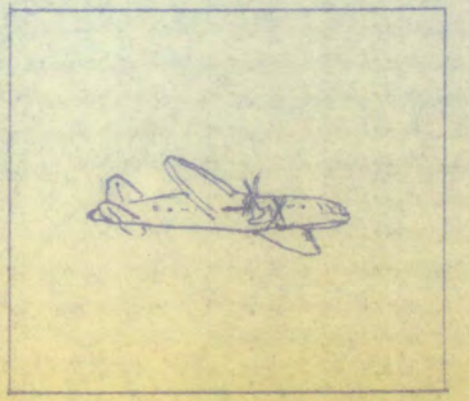
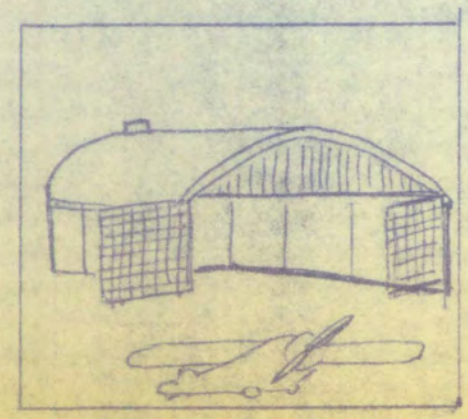


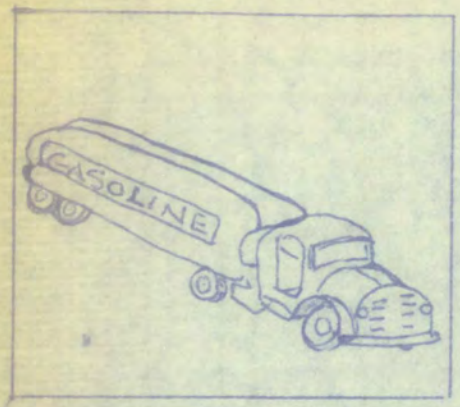

7Up



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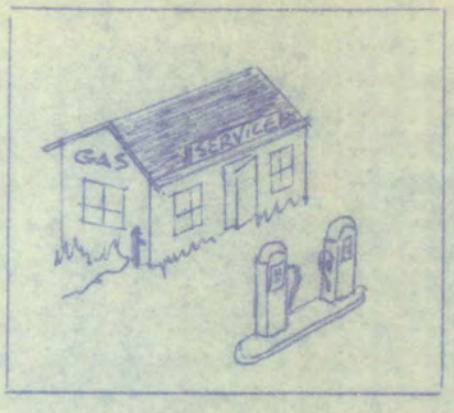
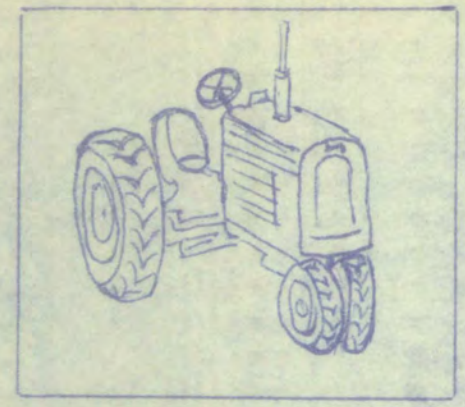
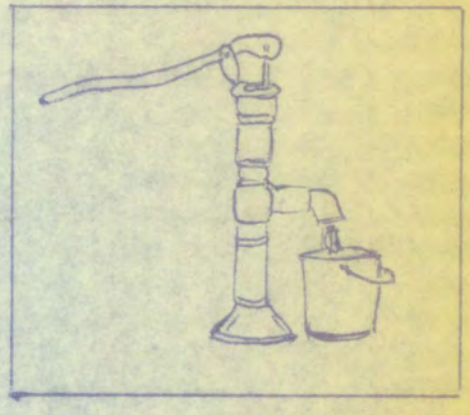
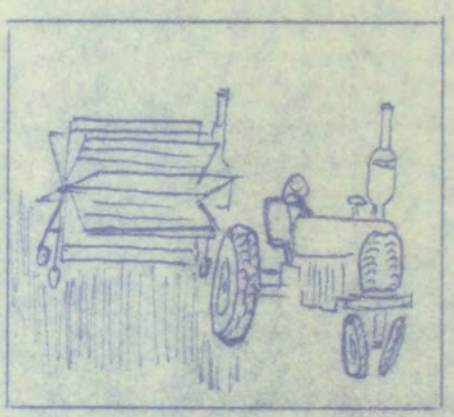
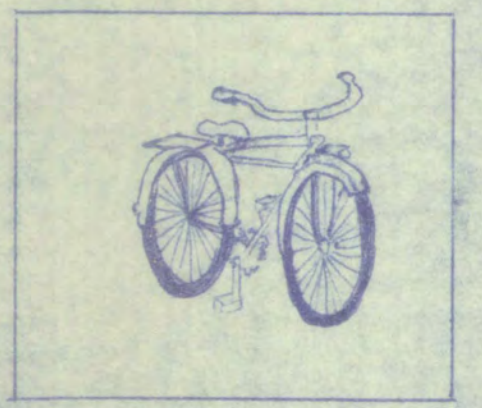
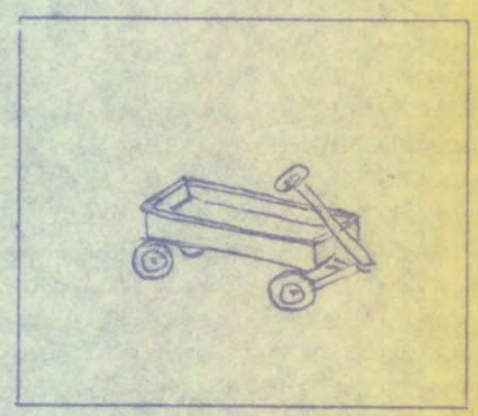

GAS
SERVICE

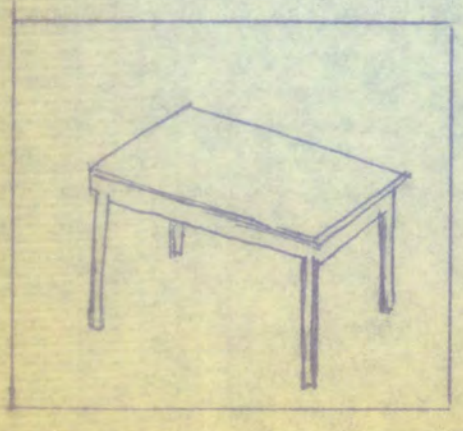


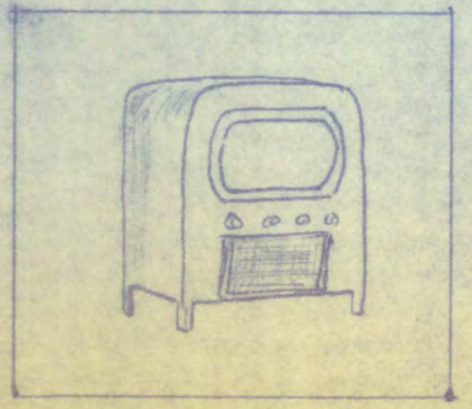


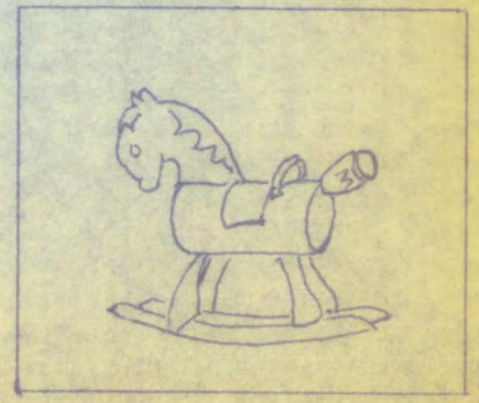


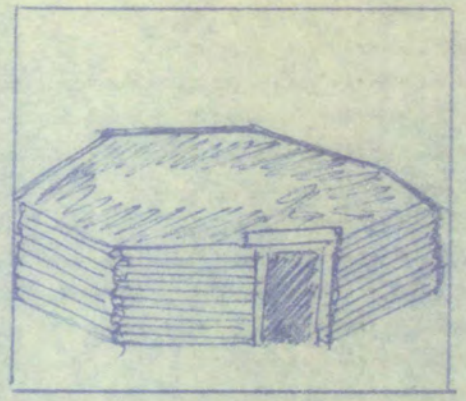


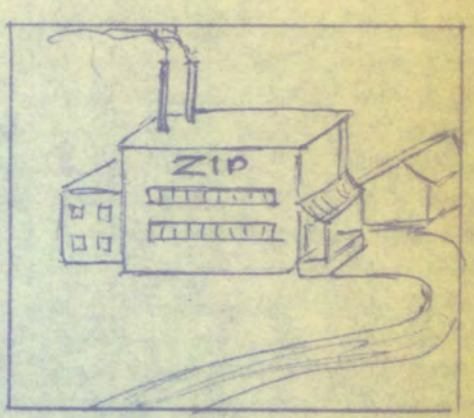








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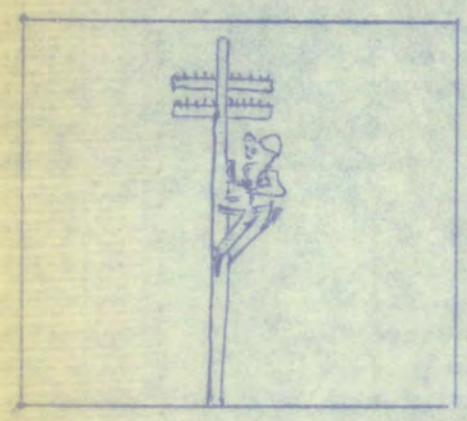

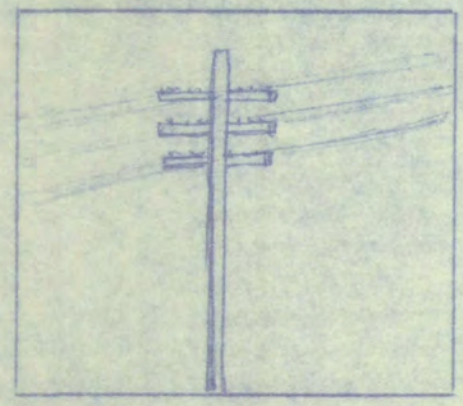

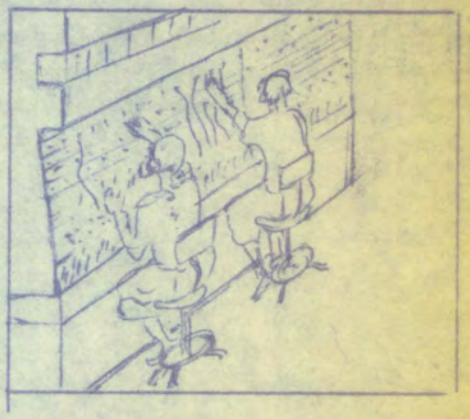

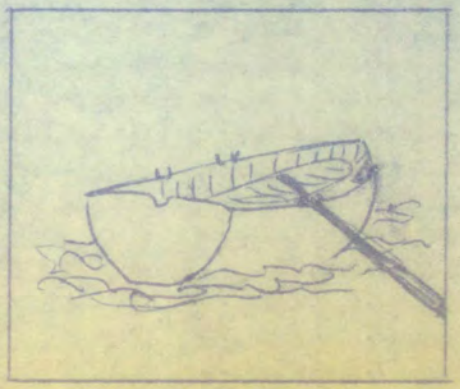

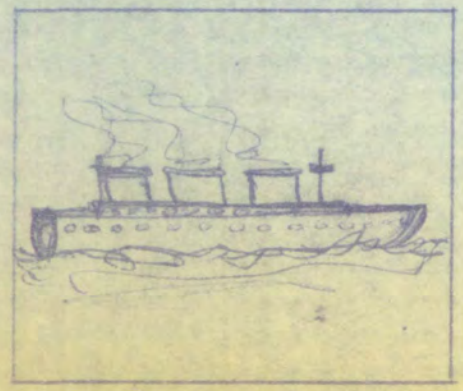

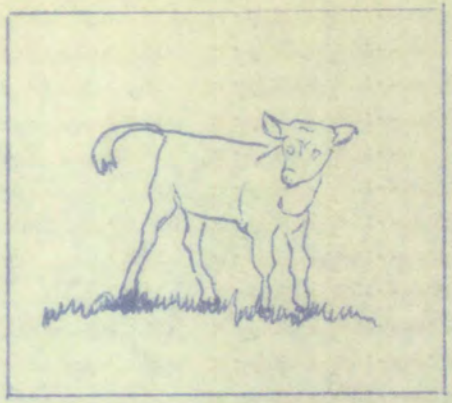

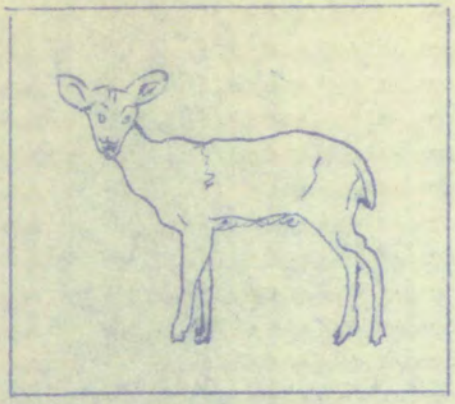

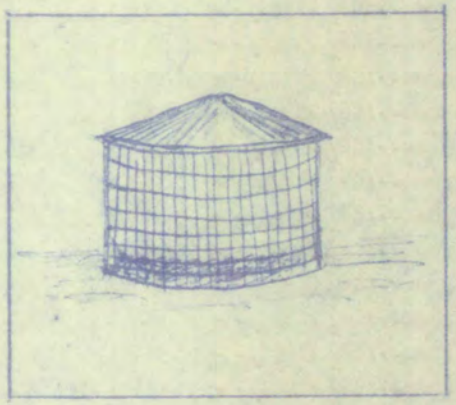

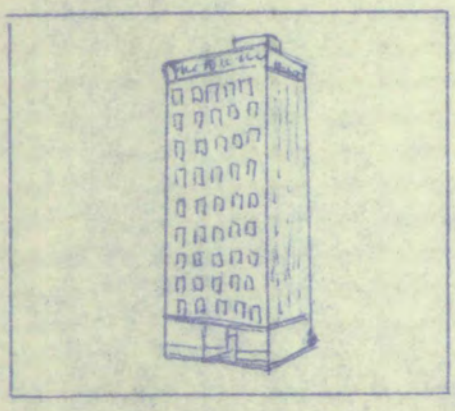

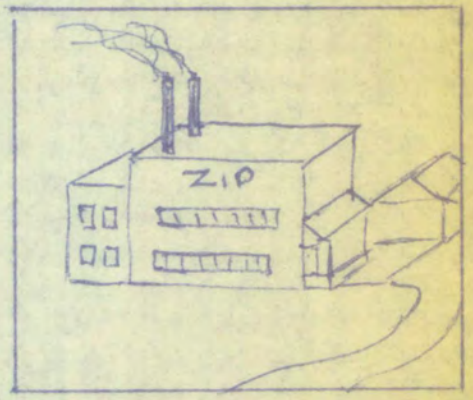
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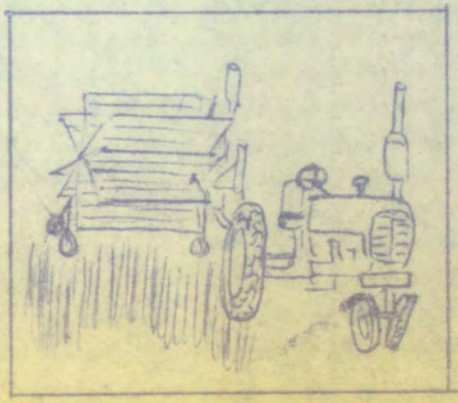
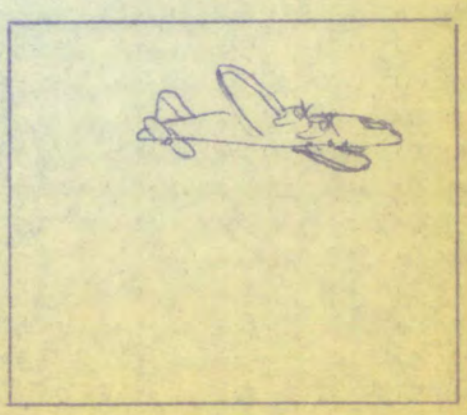
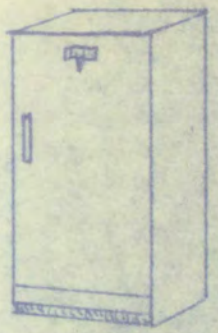
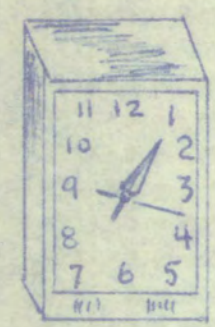
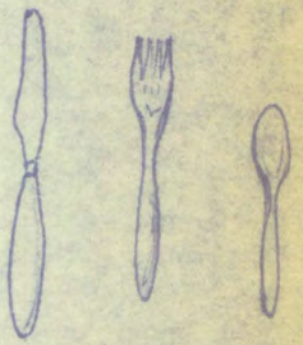










North

Monday

JANUARY
1

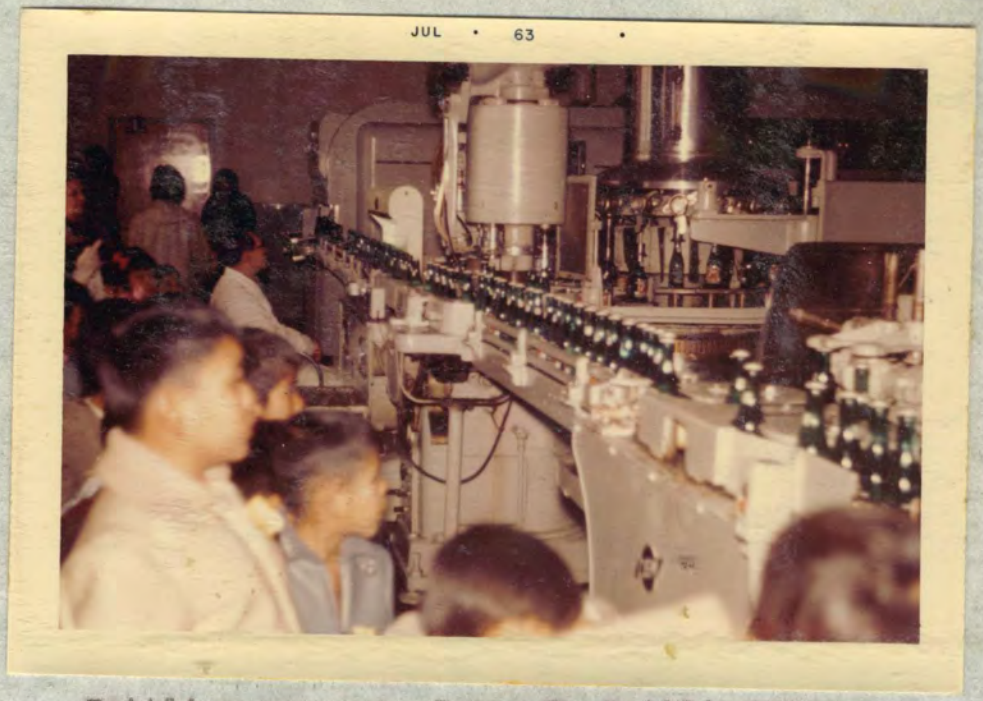
APPENDIX D

Winrock Shopping Center with Santa Claus and reindeer.

Classroom grocery store built following trip to Winrock.

Entering First National Bank
Building elevator.

View from seventeenth floor, First
National Bank Building



Bottling process--Seven-Up Bottling Company.

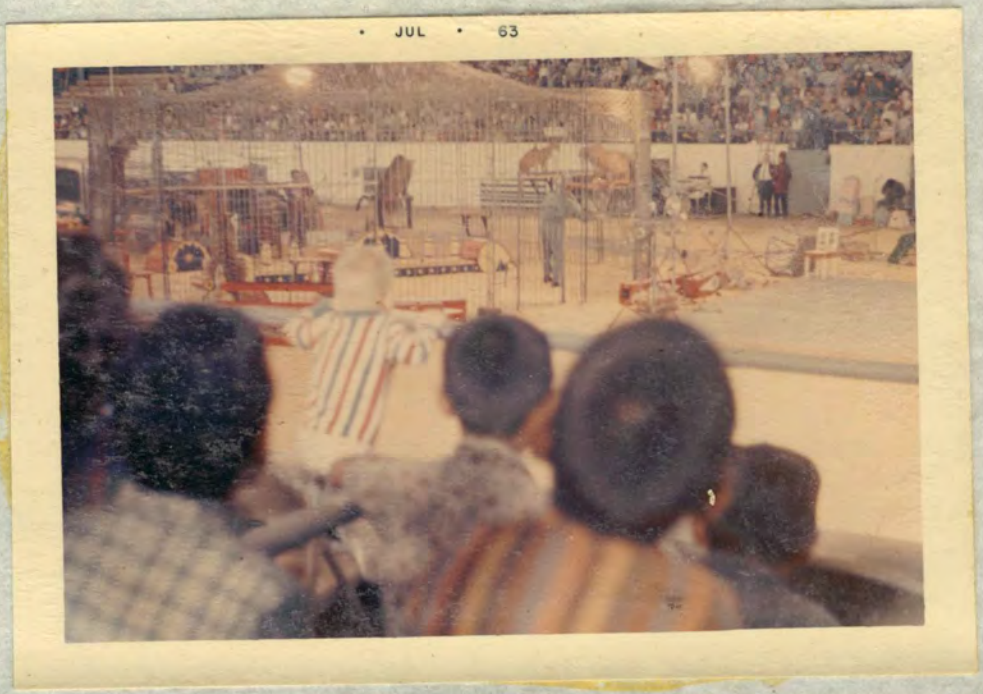
Telephone museum--Mountain States
Telegraph and Telephone Company.

City switchboard--Mountain States
Telegraph and Telephone Company.

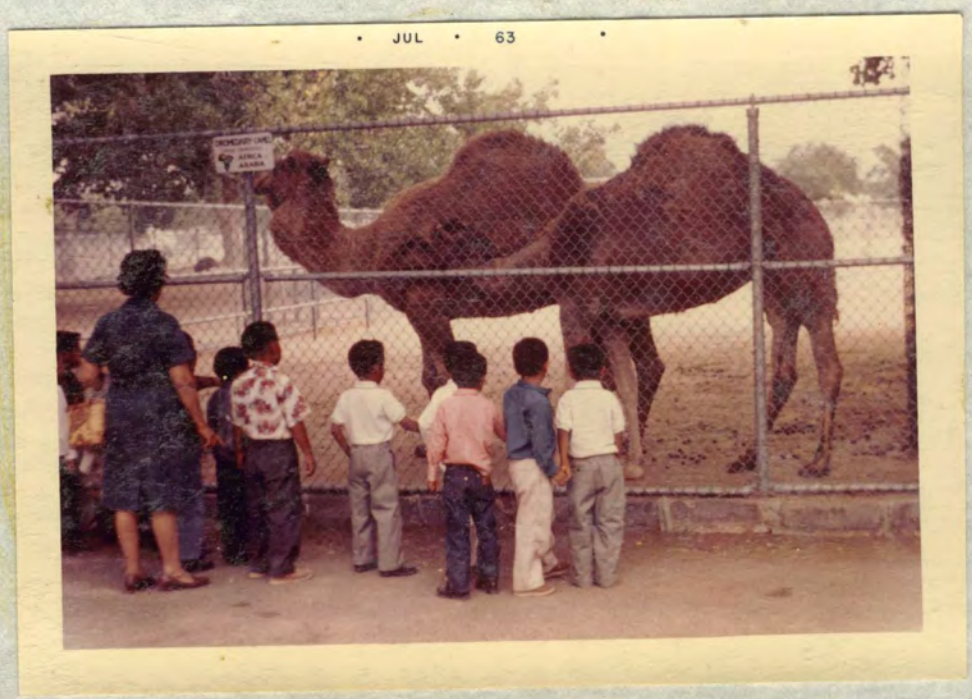
KNME television station.

Kirtland Air Force Base.

Los Poblanos farm.



The circus.



The zoo.

Trip to Circus Is Engl[illegible] Lesson for Indian Pupi[illegible]

By FRANKIE McCARTY

A trip to the circus is a hap[illegible] experience for most children, but for 80 youngsters from Santo Domingo Pueblo recently, it was also an English lesson.

The experience was one of a series planned and carried out as part of a research project being conducted in these first-grade classes at Santo Domingo Public School, a part of the Bernalillo Public School.

The program has two main parts: the development of English and development of the children's [illegible] through a series of planned experiences. The children live [illegible] the pueblo, and speak little or no English when they start to school.

[illegible] University of [illegible] research assistant [illegible] conducting the proj[illegible] as part of her program for the doctoral degree, said the [illegible] involved varies from the traditional method in which children learn vocabu[illegible] based on reading [illegible] based the emphasis [illegible] practicing common Eng[illegible] speech patterns. The trips [illegible] to acquaint the chil[illegible] with new places and ide[illegible] as a basis for the Eng[illegible] taught.

Since the project began in December, the youngsters have taken trips to Wherrock Center, to the new First National Bank Bldg., to a bak[illegible] plant and a potato chip factory, to the telephone company and a television station, Kirtland Field and [illegible] Farm. This month they will visit the zoo.

IMPRESSIONS OF A CIRCUS: This interesting lion was recalled by one first-grader at Santo Domingo Public School when asked to draw his impressions of a circus. Eighty children participating in a special research project at the school have made numerous journeys to increase their experiences—and their English. After a visit to the circus the chil[illegible] their trip, using [illegible] words, and pu[illegible] pictures down [illegible] hands. [illegible] times of [illegible] circus, [illegible] [illegible]

VOICE OF THE AEROSPACE ATOMS

NUCLEUS

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